

# THE SCHOOL JOURNAL

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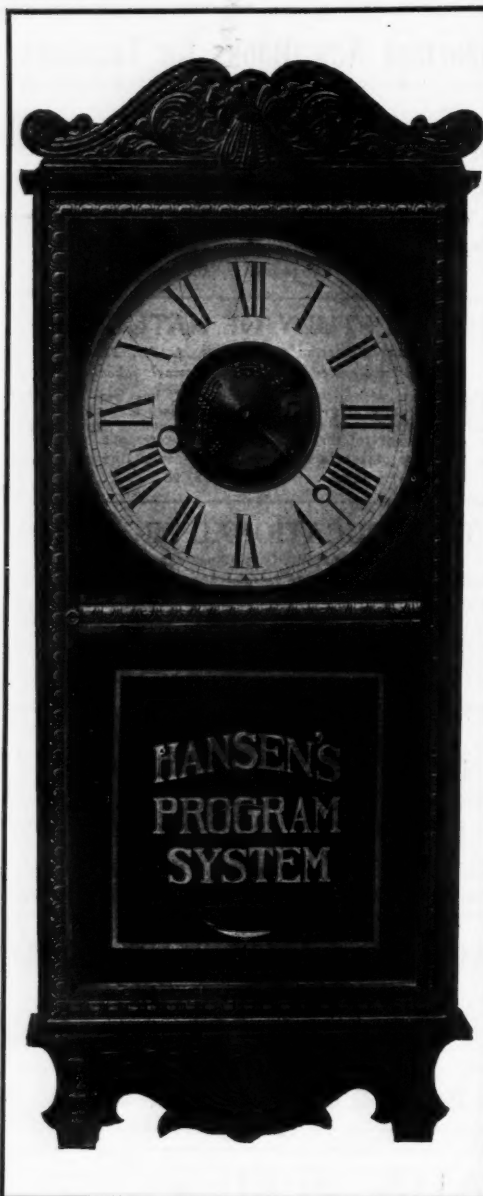
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# THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXVI.

February, 1909

No. 6

OSSIAN LANG, Editor.

## Lincoln Day

Let us make the most of the Lincoln Centenary. If there ever was a time in the history of our country when there was need of looking up to a personality like that of Lincoln it is the present. No compromise with wrong in any form! Simplicity of life! Sturdy obedience to the law of the land and loyalty to its institutions! That is Lincolnian patriotism. That is the patriotism we need.

The schools may well set aside the opening exercises at least one day in every week of the month of February for inspirational stories from Lincoln's life. There is more education in some of these anecdotes than in the history of the whole Trojan war or any other war. The present number of the SCHOOL JOURNAL furnishes abundant material for lessons about Lincoln.

Let every school try to secure a good portrait, one that will be worth keeping year after year. The rugged features of the great patriot will be a silent benediction to the children every day. If a good copy of the picture of "Lincoln and Tad" can be obtained, it would perhaps be even better, suggesting as it does, besides the kindness of the father, his love for books and his belief in education.

As an inspiration to industry in the acquirement of an education there is no more striking example among America's great sons than that of Lincoln. The opportunities that education places at the door of the poorest child in the United States are made vivid by the picture of the humble log cabin, or Eastman Johnson's painting of the boy reading by the light of the fire, and the stories of the honors that came to the man. The boys and girls, especially in the rural districts, will get more help and strength from such a personality than from stories of country youths who have risen to presidencies of great monopolies. The study of the simple life of Lincoln will prove a wholesome antidote to the worship of mammon which is fostered so much by the public press.

East Orange, N. J., will dedicate, on February 12, a new common school recently completed, and will call it the Lincoln School. There are many Lincoln schools scattered over the country. On another page of this number is published the suggestion by Captain King that one school in every community should be named after the President under whose administration the principle was established of "one nation indissoluble, with liberty and justice for all." This will no doubt appeal deeply to the heart of every patriot. Aside from the political significance of the name of Lincoln, there is the abiding educational inspiration. It is most appropriate at any time to bless a common school with that name. It is a particularly happy suggestion for the centenary year.

Dr. Edward W. Stitt, who, because of his excellent services as principal, was advanced to a district superintendency in the New York City

school system, has for a number of years interested himself in the promotion of a schoolboys' athletic league, which chooses for each year a watchword. Duty, thoroughness, patriotism, and honor have served, and this year it is obedience. Here is another fine suggestion for the Lincoln centenary: A Lincoln league would supplement the educational efforts of the teachers along lines of moral discipline most admirably.

Whatever may be done to render the centenary of lasting benefit to the schools and the country at large, let us keep the celebration simple and free from all display. Let the schools in this matter put to shame the Congressmen who are planning to erect, in the city of Washington, an arch costing a million dollars, with six acres of land about it, to be known as a Lincoln memorial. How poorly those lawmakers interpret his spirit! Think of it, in the city of Washington, of which an investigating commission is compelled to report that in its confines are to be found "foul and vice-breeding houses and alleys"! If there is money available for the improvement of the city, let us bring sweetness and light into those sections that are an offense even to the casual visitor to the capital. What would Lincoln do with the money, if he had it to spend for the city of Washington? That should be the principle to work on in planning for a memorial to his memory.

One other suggestion for making the centenary fruitful in moral effect upon the children at school is to put upon the blackboard each month one of the strong epigrammatic sayings of Abraham Lincoln. Here are ten that may be used for the purpose:

With firmness in the right, as God gives us to see the right.

Gold is good in its place; but living, brave and patriotic men are better than gold.

With malice toward none, with charity for all.

A just and lasting peace among ourselves and with all nations.

It is for us to be dedicated to the great task . . . that government of the people, by the people, and for the people shall not perish from the earth.

If God has a place and work for me, and I think He has, I believe I am ready.

Having chosen our course, without guile and with pure purpose, let us trust in God and go forward without fear and with manly hearts.

Let us have the faith that right makes might.

The reasonable man has long since agreed that intemperance is one of the greatest, if not the greatest, of all evils among mankind.

The purposes of the Almighty are perfect and must prevail, tho we erring mortals may fail to accurately perceive them in advance.

And here is one for full measure:

Do not worry, eat three square meals a day, say your prayers, be courteous to your creditors, keep your digestion good, steer clear of biliousness, exercise, go slow and go easy. Maybe there are other things that your special case requires to make you happy; but, my friend, these I reckon will give you a good lift.

On the 13th of January, Prof. Abbott Lawrence Lowell was formally elected president of Harvard University, to succeed President Eliot, whose resignation becomes effective in May. Professor Lowell comes from a family which has been prominent in Massachusetts affairs for more than a century. He is an author of distinction, a capable educator, a successful lawyer, an acknowledgedly capable financier, and an authority on the science of government.

He was born in Boston, December 13, 1856. His grandfather gave the city of Lowell its name, while the city of Lawrence took its name from his maternal grandfather, Abbott Lawrence. He is the brother of Percival Lowell, the astronomer.

The first years of his life were spent at his father's home in Boston, but during his eighth and ninth years he studied in a private school in Paris. Upon his return to this country he entered the school of Mr. Noble, now the Noble and Greenough School of Boston, where he prepared for Harvard. He entered the university in the class of 1877. He was the best one-mile and two-mile runner at college, never losing a race and breaking several records. Upon his graduation in 1877 he received highest honors in mathematics, and was elected to the Phi Beta Kappa.

After his graduation, Professor Lowell went to the law school, and later entered into partnership with a cousin in Boston. He gave up active practice in 1897, when he was appointed lecturer on government at Harvard.

The Department of Superintendence will meet at Chicago, February 23-25. The program is an exceptionally good one. Many new speakers will come forward. Elimination of Waste in School Work, Character Building, Delinquent Pupils, Articulation of Colleges with High Schools, and Industrial Education will be the central topics. There will be a joint session with the American Hygiene Association, at which the Hygiene of the Public Playground is to be discussed. There will also be a Conference of State Superintendents under the leadership of U. S. Commissioner Elmer Ellsworth Brown. Among the societies meeting with the department will be the National Society for the Scientific Study of Education, the Society of College Teachers of Education, National Committee on Agricultural Education and the Educational Press Association.

Teachers' College has developed wonderfully under the administration of Dean Russell. To what extent it has won the confidence of the public is witnessed again by the recent gift to it, by the Morningside Realty Company, of \$1,100,000 worth of real estate. The college, combined with the Horace Mann School, now owns the entire block bounded by Amsterdam avenue, Broadway, One-Hundred-Twentieth and One-Hundred-Twenty-first Streets, unencumbered.

Exhausted by long vigils, with the eyes of their souls dimmed by despair, and seeing nothing but gloom ahead because of the death of their daughter Gwendoline in the springtime of young womanhood, Professor Gordy, of the New York University School of Pedagogy, and his wife, committed suicide. Dr. Gordy was beloved by all the students. He had been a specialist in history for many years, and occupied the chair of history of education in New York University.

## WATCHWORD FOR 1909

### OBEDIENCE

Obedience alone gives the right to command.  
—Emerson

Filial Obedience is the first and greatest requisite.  
—Goldsmith

How would you find good? It is a river that flows by the path of Obedience.  
—Eliot

Let a child's first lesson be Obedience.  
—Franklin

No man doth safely rule but he that hath learned to obey.  
—Kempis

That thou art happy, owe to God;  
That thou continuest such, owe to thyself —  
That is, to thy Obedience.  
—Milton



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9th and 12th Districts

This reproduction gives but a faint suggestion of the original which is printed in gold and colors.  
Dr. Stitt is a district superintendent in New York City.

# Fire Protection for Schools

## The Fire Drill

A Problem of Traffic Regulation—Alarm System and Proper Exits Necessary Features—Not a Substitute for Other Fire Protective Measures

By PETER JOSEPH MCKEON, Secretary of The Fire Bureau, New York.

[Copyright, 1909, by The Fire Bureau.]

The extensive advertising given to the Fire Drill by the daily newspapers is to be regretted, because it has produced a wrong impression. By laying special emphasis on the Fire Drill it has caused overconfidence in this single measure of safety and caused a neglect of other absolutely necessary steps. It is also to be noted that the problem of getting hundreds or thousands of children out of a school building under the conditions of a fire in progress is an engineering proposition, and for this reason it is not fair to ask principals or teachers to undertake a responsibility which is distinctly unpedagogical.

Fire in a school building presents all the attendant dangers of fire in other buildings, plus the special features made by the presence of numbers of children. All the measures taken for safety constitute a chain, of which the Fire Drill is only one. No matter how perfect or successful the Drill itself may be, its operation in an emergency may be destroyed thru some other link in the Fire Protective chain breaking.

The Fire Drill is necessary because of the probable occurrence of fire. Prevent fire in the first place and the Drill will not be needed. It is put in as a precaution; it is not intended as an exercise or a challenge to fire, and it should be treated as an emergency measure, depended on only as a last resort.

As a matter of fact the Fire Drill is not aimed at the fire, but at the panic usually accompanying a fire, unless measures of control are enforced. The dismissal of an assembly of people under ordinary conditions can be done without trouble, because enough people will wait and not overtax the capacity of the exits. Under excitement due to fire or other accident, a rush occurs which no amount of exit facilities can handle. Prevent this panic is the thing to do, and in school buildings, that is the purpose and function of the Fire Drill. It is to secure an orderly exit of the pupils under conditions of excitement. This means that the working or non-working of a drill is never seriously tested unless there is really a fire in the building and the presence of smoke or flame.

In the organization of a Fire Drill, there are three main features: Alarm system, Exit Facilities and Formation of Lines. The details of forming the children in lines and leading out the classes is a matter that school teachers, from their daily routine, should be entirely qualified to attend to efficiently. In fact their experience with children gives them a knowledge of how to deal with them which the Fire Engineer does not obtain. The custom of forming the lines in double file or two by two, the holding of hands or linking arms, the marching to music or the singing of songs, all such expedients are valuable in facilitating the marching and in diverting the minds of the children from the fire. In some details of the marching, the special knowledge and experience of the Fire Engineer becomes of value in an

advisory capacity as evidenced by the following questions asked the writer by a prominent New York school official.

DEAR MR. MCKEON:

I recently read with interest your article in THE SCHOOL JOURNAL upon the matter of fire drills in the public schools.

I am anxious to obtain your information upon the following questions, which I believe are important, and upon which there seems to be a difference of opinion among our principals:

- (1) Should teachers precede or follow their classes?
- (2) Should the lines be formed with the large or small children in the lead?
- (3) In mixed classes, should boys or girls lead in the dismissals?

Similar questions have arisen in connection with Fire Drills in factories and business buildings, not to mention the actions of people in dwelling buildings, hotels, theaters and steamboats on fire. From the general experience in such cases, the following answers are in order:

1. The teacher should follow, in order to be sure that no child has been left behind thru absence from the room, or thru fainting. It may seem advisable to have the teacher lead, especially with younger children, but if the teacher gets too far from the end of the line, he or she might not be able to get back to take care of the stragglers. In factory buildings, searchers are appointed as part of the Fire Drill, to look for employees who are absent from their accustomed places at the time of the fire.

2. The older and stronger children should lead, in order to prevent overcrowding the younger and weaker. Here again it might seem advisable to give the weaker pupils the first chance to escape, but it will be found practically impossible to keep the stronger ones from overcrowding, if they follow.

3. The boys should lead and the girls follow for the same reasons, which apply to children of different ages. Boys and men always trample girls and women in a rush and if girl pupils cannot be led down separate exits, they should follow after the boys. Otherwise they are almost sure to be frightened at the boys coming down behind them.

The successful working of a Fire Drill is dependent to a large extent on the discovery of the fire and the sounding of warning signals. The essential features of a good interior alarm system to be used in starting the Drill were described in a previous issue of this journal. It calls for alarm boxes at accessible distances, the direct transmission of the alarms thruout the entire building, and a notification of the floor on which is the fire.

The matter of exits is still to be considered, and because of the importance of the subject it will be taken up at length in a succeeding issue.



# Memory Gems for February

(Saturdays and Sundays omitted)

## FEBRUARY 1

Liberty and union, now and forever, one and inseparable.—DANIEL WEBSTER.

## FEBRUARY 2

I do love my country's good with a respect more tender, more holy and profound than mine own life.—SHAKESPEARE.

## FEBRUARY 3

Millions for defense, but not one cent for tribute.—C. C. PINCKNEY.

## FEBRUARY 4

Of the whole sum of human life no small part is that which consists of a man's relations to his country, and his feelings concerning it.—GLADSTONE.

## FEBRUARY 5

After what I owe to God, nothing should be more dear or more sacred than the love and respect I owe to my country.—DE THOU.

## FEBRUARY 8

The best protection of a nation is its men; towns and cities cannot have a surer defense than the prowess and virtue of their inhabitants.—RABELAIS.

## FEBRUARY 9

All free governments, whatever their name, are in reality governments by public opinion; and it is on the quality of this public opinion that their prosperity depends.—JAMES RUSSELL LOWELL.

## FEBRUARY 10

Peace hath her victories, no less renowned than war.—MILTON.

## FEBRUARY 11

Self-trust is the essence of heroism.—EMERSON.

## FEBRUARY 12

### LINCOLN CENTENARY

With malice toward none, with charity for all.—ABRAHAM LINCOLN.

## FEBRUARY 15

The best of all governments is that which teaches us to govern ourselves.—GOETHE.

## FEBRUARY 16

The proper function of a government is to make it easy for the people to do good and difficult for them to do evil.—GLADSTONE.

## FEBRUARY 17

All good government must begin in the home.—It is useless to make good laws for bad people.—Public sentiment is more than law.—H. R. HAWES.

## FEBRUARY 18

God demands of those who manage the affairs of government that they should be courageously

true to the interests of the people, and the Ruler of the universe will require of them a strict account of their stewardship.—GROVER CLEVELAND.

## FEBRUARY 19

It is better for a city to be governed by a good man than even by good laws.—ARISTOTLE.

## FEBRUARY 23

No government is respectable which is not just.—Without unspotted purity of public faith, without sacred public principle, fidelity, and honor, no mere forms of government, no machinery of laws, can give dignity to political society.—DANIEL WEBSTER.

## FEBRUARY 24

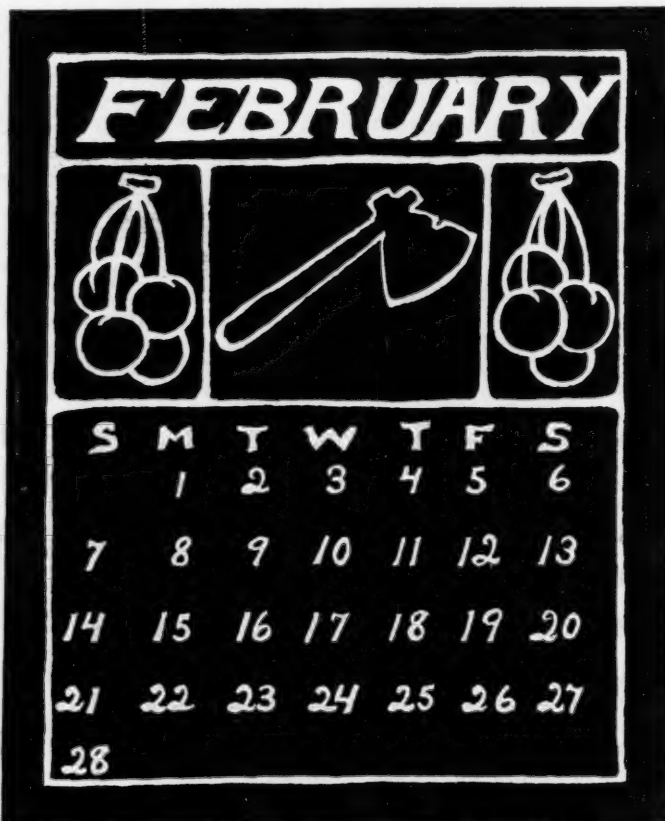
Our country, however bounded or described—still our country, to be cherished in all our hearts—to be defended by all our hands.—R. C. WINTHROP.

## FEBRUARY 25

Let our object be our country, our whole country, and nothing but our country. And, by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace, and of liberty, upon which the world may gaze with admiration forever.—DANIEL WEBSTER.

## FEBRUARY 26

Nothing will ruin the country if the people themselves will undertake its safety; and nothing can save it if they leave that safety in any hands but their own.—DANIEL WEBSTER.



# Abraham Lincoln

## Questions On His Public Life

By MAUD ELMA KINGSLEY, Maine

1. Where was Abraham Lincoln born and of what ancestry? Where and under what social conditions did he grow to manhood?

2. Define the terms "pioneer," "backwoodsman," and "frontiersman" as used in American History. Explain "rail-splitting," "flat-boating," "storekeeping," in relation to the early settlement of the Mississippi Valley. What connection has each of the terms mentioned with the life of Abraham Lincoln?

3. What facilities for obtaining a literary education were available for Lincoln in his boyhood? How did he use and supplement these facilities and with what result? What do you understand by the expression, "an educated man"?

4. In what state and under what circumstances did Lincoln enter public life? With what political party did he affiliate and to what offices was he successively elected by his neighbors? What attributes of person and character especially recommended him to the community in which he lived?

5. Explain the Slavery Question as a constitutional, a sectional, and an economic problem.

6. What was the attitude of conservative politicians generally toward the question of slavery? What was Lincoln's attitude towards it? What was the "Missouri Compromise"? What was the connection between the Slavery Question and the Annexation of Texas and the Mexican War?

7. What was the distinction between "Whig" and "Democrat"? When and why did the Whig party cease to exist? How did Lincoln contribute to the forces which brought about the dissolution of the popular Whig party? Define in this connection "Abolition," "secession," "Free Soil," "popular sovereignty."

8. From what elements was the Republican party formed? What was the position of this party on the Slavery Question? On the question of commercial development? On the question of the powers of the Federal government? Identify in this connection William H. Seward, Charles Sumner, Horace Greeley. What was the attitude of the Democratic party on the questions mentioned above? Identify Stephen A. Douglas, Jefferson Davis, James Buchanan.

9. What was the occasion of the joint debates between Lincoln and Douglas in 1858? What is the importance of these debates in United States History? How did Douglas propose to allay the agitation over the slavery question which threatened the peace of the country? How did Lincoln propose to allay this agitation? What was the result of the debates?

10. What was Lincoln's part in the general political campaign of 1860? What was the fate of the Democratic party in this campaign? What was the result of the election?

11. On what constitutional grounds was the theory of the right of State secession based? What economic and social forces besides the system of slavery contributed to make the idea of se-

cession popular in the Southern States? Why did the Southern leaders believe that the election of Lincoln to the Presidency made necessary the withdrawal of their section from the Union? What was Lincoln's attitude towards secession?

12. What are the powers and duties of the President of the United States in time of war? What was the one dominant principle of Lincoln's military and political policy? How did Lincoln's attitude towards slavery differ from that of the more radical members of his own party? On what grounds was his administration opposed by the Democratic party?

13. What was the "Emancipation Proclamation"? Explain how it came within the power of the President to issue such a proclamation. What proportion of the slaves owned in the United States was affected by it? What was the immediate effect of the proclamation when it became operative on January 1, 1863? What was its ultimate effect?

14. What was the effect of the Emancipation Proclamation on President Lincoln's political position? Who was the candidate opposed to him in the general election of 1864? What was the leading issue of this campaign and the result of the election?

15. What was the policy of President Lincoln during 1864, in relation to the Confederate States Government? In relation to the States adhering to the Confederacy? To the people of these States and to the freedmen? On what grounds were these policies opposed by the Democrats? By the radical Republicans?

16. Describe the time, place, and manner of President Lincoln's death. What was the military situation at this juncture? What were the elements of the "problem of reconstruction"?

17. It has been said that the death of President Lincoln was the greatest single misfortune that ever happened to the American people. On what grounds is such a statement based?

18. From what addresses by Abraham Lincoln are the following quotations taken: "We must not be enemies. Tho passion may have strained, it must not break our bonds of affection." "With malice toward none, with charity for all." "Government of the people, by the people, for the people shall not perish from the earth." "This Government cannot permanently exist, half slave and half free."

19. How did President Lincoln's conduct under his tremendous pressure of duty and responsibility affect his reputation among his friends and among his opponents? How far does this change of reputation reflect a change in Lincoln's own character? To what extent is the expression "Martyr President" justifiable in relation to President Lincoln?

20. Where is President Lincoln's tomb?

Answers to these questions will be found on page 217.

## For the Lincoln Centenary: February 12

"Certain it is that we have never had a man in public life whose sense of duty was stronger, whose bearing toward those with whom he came in contact, whether his friends or political opponents, was characterized by a greater sense of fairness than Abraham Lincoln."—PRESIDENT-ELECT TAFT.

"Nothing was more noteworthy in all of Lincoln's character than the way in which he combined fealty to the loftiest ideal with a thoroly practical capacity to achieve that ideal by practical methods. He did not war with phantoms; he did not struggle among the clouds; he faced facts; he endeavored to get the best results he could out of the warring forces with which he had to deal."—ROOSEVELT.

### Where the Nation Stood

A clergyman, calling at the White House, in speaking of the war, said to President Lincoln, "I hope the Lord is on our side."

"I am not at all concerned about that," replied Lincoln, "for I know that the Lord is *always* on the side of the *right*. But it is my constant anxiety and prayer that I and this nation should be on the Lord's side."

### Lincoln's Autobiography

The compiler of the "Dictionary of Congress," in preparing that work for publication in 1858, sent to Lincoln the usual request for a sketch of his life and received the following reply:

"Born February 12, 1809, in Hardin County, Kentucky.

"Education Defective. Profession a Lawyer. Have been a Captain of Volunteers in Black Hawk War. Postmaster at a very small office. Four times a member of the Illinois Legislature and was a member of the Lower House of Congress.

"Yours, etc., "A. LINCOLN."

### Kindness to a Little Girl

In the autumn of 1860, a little girl living at Westfield, N. Y., by the name of Grace Bedell, wrote a letter to President-Elect Lincoln at Springfield, Illinois, telling him how old she was, where she lived, and that she thought he would make a good President, but that he would be better looking if he would let his whiskers grow. She also suggested that he might have his little girl answer her letter if he did not have time to do it himself. In a few days she got this reply:

SPRINGFIELD, ILLINOIS, October 19, 1860.

Miss Grace Bedell:

My dear little Miss: Your very agreeable letter of the 15th is received. I regret the necessity of saying I have no daughter. I have three sons—one seventeen, one nine, and one seven years of age. They, with their mother, constitute my whole family. As to the whiskers, having never worn any, do you not think people would call it a silly piece of affectation if I were to begin it now?

Your very sincere well-wisher,

A. LINCOLN.

In February, 1861, when Lincoln was on his way to Washington to be inaugurated, he stopped at the principal cities along the way, in order that he might speak upon the questions uppermost in

the minds of the people. When the train left Cleveland, Ohio, Mr. Patterson, of Westfield, N. Y., was invited into Lincoln's car, and Lincoln asked him if he knew any one living at Westfield by the name of Bedell, and then told of his correspondence with Grace. When the train reached Westfield, Lincoln spoke a few words from the platform to the people and then said he would like to see Grace Bedell if she were there. The little girl came forward and Lincoln stepped down from the car and kissed her and said: "You see, Grace, I have let my whiskers grow for you."

### Sayings of Abraham Lincoln

(For quotation exercise)

The Union must be preserved.

Fellow citizens, *we* cannot escape history.

A nation may be said to consist of its territory, its people, and its laws.

I believe this government cannot permanently endure half slave and half free.

No men living are more worthy to be trusted than those who toil up from poverty.

I claim not to have controlled events, but confess plainly that events have controlled me.

If our sense of duty forbid slavery, then let us stand by our duty, fearlessly and effectively.

I hope peace will come soon and come to stay, and so come as to be worth the keeping in all future time.

In giving freedom to the slaves we assure freedom to the free, honorable alike in what we give and what we preserve.

Having thus chosen our course, without guile and with pure purpose, let us renew our trust in God and go forward without fear and with manly hearts.

If this country cannot be saved without giving up the principle of Liberty, I was about to say I would rather be assassinated on this spot than surrender it.

To sell or enslave any captured person on account of his color and for no offense against the laws of war, is a relapse into barbarism and a crime against the civilization of the age.

Do not worry, eat three square meals a day, say your prayers, be courteous to your creditors, keep your digestion good, steer clear of biliousness, exercise, go slow and go easy. Maybe there are other things that your special case requires to make you happy; but, my friend, these I reckon will give you a good lift.

Gold is good in its place; but living, patriotic men are better than gold.

God must like common people or He would not have made so many.

I am indeed very grateful to the brave men who have been struggling with the enemy in the field.

This country, with its institutions, belongs to the people who inhabit it.

Let us have that faith that right makes might; and in that faith let us, to the end, dare to do our duty as we understand it.

The reasonable man has long since agreed that intemperance is one of the greatest, if not the greatest, of all evils among mankind.

The purposes of the Almighty are perfect and must prevail, tho we erring mortals may fail to accurately perceive them in advance.—Special Day Exercises, Hammond.



## Lincoln's Method of Study

DESCRIBED BY HIMSELF

Well, as to education, the newspapers are correct; I never went to school more than six months in my life. But, as you say, this must be a product of culture in some form. I have been putting the question you ask me to myself, while you have been talking. I can say this, that among my earliest recollections, I remember how, when a mere child, I used to get irritated when anybody talked to me in a way I could not understand. I don't think I ever got angry at anything else in my life. But that always disturbed my temper, and has ever since. I can remember going to my little bedroom, after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down, and trying to make out what was the exact meaning of some of their, to me, dark sayings. I could not sleep, tho I often tried to when I got on such a hunt after an idea, until I had caught it; and when I thought I had got it, I was not satisfied until I would repeat it over and over, until I had put it in language plain enough, as I thought, for any boy to comprehend. This was a kind of passion with me, and it has stuck by me; for I am never easy now when I am handling a thought, till I have bounded it north, and bounded it south, and bounded it east, and bounded it west. Perhaps that accounts for the characteristic you observe in my speeches, tho I never put the two things together before.

Oh, yes! I "read law," as the phrase is—that is, I became a lawyer's clerk in Springfield, and copied tedious documents and picked up what I could of law in the intervals of other work. But your question reminds me of a bit of education I had, which I am bound in honesty to mention. In the course of my law reading, I constantly came upon the word *demonstrate*. I thought at first that I understood its meaning, but soon became satisfied that I did not. I said to myself, "What do I mean when I *demonstrate* more than when I *reason* or *prove*? How does *demonstration* differ from any other proof?" I consulted Webster's Dictionary. That told of "certain proof," "proof beyond the possibility of doubt"; but I could form no idea what sort of proof that was. I thought a great many things were proved beyond a possibility of doubt, without recourse to any such extraordinary process of reasoning as I understood "*demonstration*" to be. I consulted all the dictionaries and

books of reference I could find, but with no better results. You might as well have defined *blue* to a blind man. At last I said, "Lincoln, you can never make a lawyer if you do not understand what *demonstrate* means"; and I left my situation at Springfield, went home to my father's house and stayed there till I could give any proposition in the six books of Euclid at sight. I then found out what "*demonstrate*" means, and went back to my law studies.

## Suggestions for Lincoln Day

By DR. ANDREW S. DRAPER, State Commissioner of Education, Albany, N. Y.

Let the story of Lincoln's life be the supplemental reading in all the grades and suggest the study of, and the writing of compositions and essays upon, such topics as Lincoln's birthplace, his schooling, his love for books, his home in Indiana, his first home in Illinois, his trip to New Orleans, his experience as clerk in a country store, his service in the Black Hawk War, his experience in the Illinois Legislature, his study of law, his position as deputy surveyor of Sangamon county, his postmastership at New Salem, his love for Ann Rutledge, his removal to Springfield, his marriage to Mary Todd, his election to Congress, his debates with Douglas, the campaign of 1860, the inauguration in 1861, the President and his Cabinet, the Emancipation Proclamation, his experience with his generals, his second election, and his assassination. Then let one or two of the best compositions and essays be read by the writers at the exercises.

Let the Gettysburg speech and extracts from the second inaugural address be read, let familiar war songs be sung, let notable poems be repeated, and let every pupil have some part in the exercises if nothing more than to speak a sentence from Lincoln's own words.

Bring into the schoolroom, wherever possible, men and women who knew Lincoln.

Make the exercises the occasion for adding books upon Lincoln to the library, and for hanging a picture of Lincoln in the schoolroom.

Plan your exercises to meet the conditions in your own school. The important thing is that you plan to do something to commemorate the one hundredth anniversary of Lincoln's birth, and to impress upon the minds and hearts of your pupils the great lesson of his great life.



A LINCOLN CENTENNIAL MEDAL

This medal, in silver and bronze, was designed by the distinguished French artist Roiné. It is set in a heavy board page of a book containing the most noteworthy utterances of Abraham Lincoln. The medal can be detached from the page, if desired. The book, with medal, has been brought out by G. P. Putnam's Sons, New York City.

## Carl Schurz on Lincoln's Boyhood

The statesman or the military hero born and reared in a log cabin is a familiar figure in American history; but we may search in vain among our celebrities for one whose origin and early life equalled Abraham Lincoln's in wretchedness. . . . Hard work was his early lot. When a mere boy he had to help in supporting the family, either on his father's clearing, or hired out to other farmers to plough, or dig ditches, or chop wood, or drive ox teams; occasionally also to "tend the baby" when the farmer's wife was otherwise engaged. He could regard it as an advancement to a higher sphere of activity when he obtained work in a "cross-roads store," where he amused his customers by his talk over the counter; for he soon distinguished himself among the backwoods folk as one who had something to say worth listening to.

Every printed page that fell into his hands he would greedily devour, and his family and friends watched him with wonder, as the uncouth boy, after his daily work, crouched in a corner of the log cabin or outside under a tree, absorbed in a book while munching his supper of cornbread. In this manner he began to gather some knowledge, and sometimes he would astonish the girls with such startling remarks as that the earth was moving around the sun, and not the sun around the earth, and they marveled where "Abe" could have got such queer notions. Soon he also felt the impulse to write; not only making extracts from books he wished to remember, but also composing little essays of his own. First he sketched these with charcoal on a wooden shovel scraped white with a drawing-knife, or on basswood shingles. Then he transferred them to paper, which was a scarce commodity in the Lincoln household; taking care to cut his expressions close, so that they might not cover too much space, a style-forming method greatly to be commended. Seeing boys put a burning coal on the back of a wood turtle, he was moved to write on cruelty to animals. Seeing men intoxicated with whiskey, he wrote on temperance. In verse-making, too, he tried himself, and in satire on persons offensive to him or others. Also political thoughts he put on paper, and some of his pieces were even deemed good enough for publication in the county weekly.

Thus he won a neighborhood reputation, as a clever young man, which he increased by his performances as a speaker, not seldom drawing upon himself the dissatisfaction of his employers by mounting a stump in the field and keeping the farm hands from their work by little speeches in a jocose and sometimes also a serious vein. At the rude social frolics of the settlement he became an important person, telling funny stories and mimicking the itinerant preachers. . . . All this made him a favorite in backwoods society, altho in some things he appeared a little odd to his friends. Far more than any of them, he was given not only to reading, but to fits of abstraction, to quiet musing with himself, and also to strange spells of melancholy, from which he often would pass in a moment to rollicking outbursts of droll humor. But, on the whole, he was one of the people among whom he lived; in appearance, perhaps, a little more uncouth than the most of them, a very tall, rawboned youth, with large features, dark, shriveled skin, and rebellious hair; his arms and legs long, out of proportion; clad in deerskin trousers, which from frequent exposure to the rain had shrunk so as to sit tightly on his limbs, leaving several inches of bluish skin exposed between their lower end and the heavy tan-colored shoes;

the nether garment held usually by only one suspender that was strung over a coarse home-made shirt; the head covered in winter with a coonskin cap, in summer with a rough straw hat of uncertain shape without a band.—[By permission of Houghton, Mifflin & Co.]

## Lincoln's Gettysburg Speech

(Delivered November 19, 1863)

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people, shall not perish from the earth.

### COMMENT ON THIS SPEECH

On November 19, 1863, two orators met on the memorable field of Gettysburg. One was gifted in oratory, learned in schools and from books; the other was skilled in the "witchery of speech" as gathered from the river, the forest, and the plain. Both spoke. The speech of one lies dumb and meaningless, unread and unremembered, while the speech of the other, rooted in the memory of man, and oft repeated, will live with the literature of the race, growing grander and sweeter in pathos and in beauty as the years shall gather around and about it. One was a brain effort, the other was a heart effort. One spoke words that were heard, the other words that were felt. One was art, the other genius. One was Edward Everett, the gifted scholar of New England, the other was Abraham Lincoln, the gifted railsplitter of the West.—JUDGE TENNEY.

### EVERETT'S LETTER

The day after the delivery of these two speeches Edward Everett wrote Mr. Lincoln as follows: "My dear Lincoln: Could I flatter myself with the thought that I came as near the central idea of the occasion yesterday in three hours as you did in three minutes, I would be a happy man." The reply was characteristic of Mr. Lincoln. He wrote: "My dear Everett: Yours on our Gettysburg speeches at hand. It would not do for Edward Everett to make a short speech or Abraham Lincoln a long one. Yours, A. Lincoln."

# The President's Pardon

An Entertainment Designed to Show the True Kindliness of President Lincoln

By E. FERN HAGUE, New York

IN ONE ACT OF FIVE SCENES

SCENE 1.—The sentinel on duty.

SCENE 2.—The condemnation.

SCENE 3.—The letter to the parents.

The interview with the President.

The President's pardon.

CAST

William Scott, the Sleeping Sentinel.

Corporal of the Guard.

Sentinel No. 6.

General.

Father of Scott.

Mother of Scott.

Helen, Sister of Scott.

President Lincoln.

Secretary Stanton.

Soldiers and Orderlies.

## Scene I

Edge of a wood near a stream.

Enter Scott, staggering and making a great effort to keep awake.

Scott.—I would give my rations for a week to have a good night's sleep. I haven't slept for three days. I must keep awake (pounding himself in the face), I must keep going. (He attempts to walk faster, stumbles and falls.) If I could get to the stream. (He tries to drag himself to a sitting posture, but failing, falls back and is almost immediately fast asleep.)

Enter Corporal of the Guard.

Corporal.—Hello, what's this? Scott, you rascal, wake up. (Kicks him. Scott sleeps on.)

Corporal (raising his voice, calls).—Sentinel Number 6!

Enter Sentinel No. 6.

Corporal.—Wake up there. (They pull Scott to his feet.)

Scott.—What's the trouble, sir?

Corporal.—Trouble? Don't you know you've been asleep? You're going to the General.

They lead Scott out.

## Scene II

The General's Headquarters. The General is sitting at the desk writing. Enter Corporal and Sentinel, leading in Scott.

Corporal (saluting).—Sir, Private Scott was found by me sleeping at his post an hour ago.

General.—Have you further evidence or witnesses?

Sentinel Number 6.—I helped to awaken Private Scott, sir.

General.—Private Scott, have you anything to say in your defense?

Scott.—Nothing, sir. I could not keep awake.

General.—Could not?

Scott.—Yes, sir, I tried to—

General.—It's a soldier's business to keep awake. The charge is serious and the penalty is death.

Scott.—Death?

General (calmly).—Death.

Scott.—I beg of you, sir—

General.—Sir, soldiers don't beg. The punishment is fixed.

Scott.—Sir, may I write farewell to my parents?

General.—You may.

Scott goes to a desk and writes a brief note.

General (addressing the Corporal).—Corporal, keep a double watch to-night. Put some sentries

across the stream. I expect some fighting to-morrow.

Scott gives the letter to an orderly and is led out by the Corporal.

## Scene III

The letter at home.

Helen.—A letter from Will, father. Read it quick. I hope he is coming home soon.

Father (opening the letter, reads).—Dear Father—My chum, Bill Ford, was ill last night, and I stood guard for him. I had not slept for three days and I fell asleep at my post. I am sentenced to death. Good-bye, father—

Mother.—Death? O no, it can't be.

Father.—My poor boy!

Helen.—He shall not die. We will save him. Listen, mother, I am going to the President—now.

Exit Helen.

Father.—Cheer up, Wife, the President is a kind man. He has pardoned many soldier boys. There is no kinder man in the world than Abraham Lincoln.

## Scene IV

The President's office. The President is conversing with Stanton.

Stanton (heatedly).—I tell you, Mr. President, all those who shirk their duty ought to die.

President.—My dear Stanton, you are right in theory, but all the same I am going over this list of condemned soldiers and sift out all those I think are of more use above ground than below.

Stanton.—Then, Mr. President, I hereby resign as Secretary of the United States.

President.—My dear Stanton, you have been going to do that for four years. Just put it off a little longer. At present I think the War Department needs you.

Exit Stanton, slamming the door after him. Enter orderly.

Orderly.—A young lady to see you, sir.

President.—Show her in.

Enter Helen.

President (offering her a chair).—Whom have I the honor of addressing?

Helen.—I am Helen Scott, sir. I have come to you because my brother is condemned to die. Please save my brother. He is so young. He meant no harm.

President.—What is the charge?

Helen.—He was found sleeping on duty, sir.

President.—That is a serious charge, my good girl.



*Helen.*—Oh, he could not help it. Read his letter.

*President* (reads).—Yes, he is a good boy (looking at his watch). There is little time and I will not trust to a messenger. Come, we will go to your brother.

*Helen.*—Oh, thank you, sir.

### Scene V

Before the General's Camp.

Ten soldiers enter with rifles. Scott is led in handcuffed. The General enters.

*General.*—William Scott, you have been found guilty of sleeping at your post. You have been convicted and sentenced to a soldier's death. Are you ready?

*Scott* (lifting his head manfully).—I am, sir.

The guards uncuff him. He takes his place before the soldiers.

*General.*—Attention! Take aim! Ready!

Enter the President and Helen.

*President.*—Hold.

The soldiers drop their guns and the General salutes.

*President.*—My dear General, I am just in time, I see. We are going to give this lad another chance.

Helen runs to her brother and kisses him.

*General.*—He is condemned to die, sir.

*President.*—So I see. You always were good at dealing out justice, General. But this lad is of more use above ground than under. (Turning to Scott.) The General has just given you a leave of absence to visit your folks.

*Scott.*—I thank you for your goodness, sir, and I shall try to be worthy of the pardon.

Curtain.

## Two Lincoln Poems

By EDNA DEAN PROCTOR

### The Grave of Lincoln

(Written in May, 1865)

Now must the storied Potomac  
Laurels forever divide;  
Now to the Sangamon fameless  
Give of its century's pride;  
Sangamon, stream of the prairies,  
Placidly westward that flows,  
Far in whose city of silence  
Calm he has sought his repose.  
Over our Washington's river!  
Sunrise beams rosy and fair;  
Sunset on Sangamon fairer—  
Father and martyr lies there.

Kings under pyramids slumber,  
Sealed in Libyan sands;  
Princes in gorgeous cathedrals,  
Decked with the spoil of the lands;  
Kinglier, princelier sleeps he,  
Couched 'mid the prairies serene,  
Only the turf and the willow  
Him and God's heaven between;  
Temple nor column to cumber  
Verdure and bloom of the sod—  
So in the vale by Beth-peor  
Moses was buried of God.

Break into blossom, O prairies,  
Snowy and golden and red!  
Peers of the Palestine lilies  
Heap for your Glorious Dead!  
Roses as fair as of Sharon,  
Branches as stately as palm,  
Odors as rich as the spices—  
Cassia and aloes and balm—  
Mary the loved and Salome,  
All with a gracious accord,  
Ere the first glow of the morning  
Brought to the tomb of the Lord!

Wind of the west! breathe around him  
Soft as the saddened air's sigh,  
When to the summit of Pisgah  
Moses had journeyed to die;  
Clear as its anthem that floated  
Wide o'er the Moabite plain,  
Low with the wail of the people  
Blending its burdened refrain;  
Rarer, O wind! and diviner—  
Sweet as the breeze that went by,

When, over Olivet's mountain  
Jesus was lost in the sky.

Not for thy sheaves nor savannas  
Crown we thee, proud Illinois!  
Here in his grave is thy grandeur;  
Born of his sorrow thy joy.  
Only the tomb by Mount Zion,  
Hewn for the Lord, do we hold  
Dearer than his in thy prairies  
Girdled with harvests of gold!  
Still for the world thru the ages  
Wreathing with glory his brow,  
He shall be Liberty's Saviour;  
Freedom's Jerusalem thou!

### New Mexico—Lincoln

Land of romance and dream and mystery,  
Whose peaks rise proudly in the sunlit blue—  
Olympian heights fairer than Thessaly  
Before the gods were lost to mortal view—  
Thine are the treasures of the field, the mine,  
The boundless regions of illumined air,  
And thine the streams that, brimmed with mountain wine,  
Beauty and life to burning lowlands bear.

Thy sculptured cliffs and caves were old, perchance,  
Ere sphinx was hewn or pyramids were piled,  
And man and maid met here in mystic dance  
Ere Miriam sung or David's harp beguiled.  
But not thy winds that wander where they will,  
Nor listening brooks that flash and fall so fast,  
Nor sun nor stars, a-watch o'er plain and hill,  
One word may whisper of thy dateless past.

O magic Land! in this memorial year  
Give to thy cliffs and runes yet rarer fame,  
And make thy realm to all the world more dear,  
Crowning its glories with our Lincoln's name!  
Then will thy mountains prouder pierce the sky,  
Thy rivers grander roll to greet the sea,  
And larger manhood lift thy standard high  
For all the mighty ages yet to be!

Heroic soul, in homely garb half hid,  
Sincere, sagacious, melancholy, quaint,  
What he endured no less than what he did.  
Has reared his monument and crowned him  
saint.

—J. T. TROWBRIDGE.

### Answers to Lincoln Questions

(Questions found on page 211)

1. (a) Near the present town of Hodgenville, fifty miles south of Louisville, Kentucky.
- (b) The early English settlers of Massachusetts, Pennsylvania, and Virginia.
- (c) On a farm near Little Pigeon Creek, in southern Indiana. His father, Thomas Lincoln, was a respected but not a particularly prosperous member of a poor and struggling frontier community.
2. (a) From the middle of the eighteenth to the middle of the nineteenth century, the people who made homes in the forest, which formed the background of the original settlements, and the people of the same stock who were building up the seaboard states differed radically in habits, ideas, and aspirations.
- (b) Splitting hardwood logs into material for farm fences, transporting the produce of the farm and forest down the rivers to New Orleans, and bartering the imported luxuries of civilization for local products.
3. (a) Itinerant schoolmasters who could teach nothing beyond reading, writing, and the elements of arithmetic.
- (b) After learning all that the schoolmasters could teach, he learned surveying, bookkeeping and the rudiments of law from successive employers; and, by the diligent study of the few books which came in his way, he acquired a thoro command of the English language.
- (c) Express individual opinion.
4. (a) In the State of Illinois; in 1834, as representative in the State Legislature from the town of New Salem, where he had settled at the age of 21, worked at storekeeping and surveying, read law, and taken part in an Indian war.
- (b) The Whig party; Postmaster of New Salem, member of the State Legislature for four successive terms, and, after moving to Springfield, the State capital, representative to Congress.
- (c) Marked ability as a lawyer and public speaker, thoro acquaintance with the lights and shadows of pioneer life, sympathetic and genial disposition, rugged honesty, and the physique of a giant.
5. (a) The Constitution of the United States recognized slavery as an institution existing in some of the states, but made no provision for Federal legislation on the subject. Hence, there were many disputed questions which could not be satisfactorily settled by reference to the written constitution. For example, (1) the status of a fugitive slave in a free state; (2) the status of a negro citizen of a free state in a slave state; (3) the powers of Congress in relation to slavery in the territories.
- (b) On the Atlantic seaboard, conditions of climate and soil made the southern boundary of Pennsylvania a fixed line of demarcation between the free states and the slave states. In the Mississippi valley, there were vast regions where it seemed possible for the two systems of labor to come into direct competition.
- (c) A nation based on slave labor must devote itself to those industries in which unskilled labor can be employed to best advantage; a nation where labor is free must encourage those industries in which increased labor efficiency brings increased reward. The United States, having both systems, could not encourage one without doing positive injury to the other.
6. (a) That it was merely one of the social and economic problems constantly arising in civilized communities, and that it was being needlessly injected into political discussion by the inconsiderate zeal of extremists on both sides.
- (b) From the point of view of the free laborers and small farmers of the West, he opposed the extension of slavery as a menace to the democratic institutions of the United States.
- (c) A politician's agreement enacted into law in 1820, by which, after the admission of Missouri as a slave state, the latitude of the southern boundary of Missouri was to be henceforth the line between free and slave territory west of the Mississippi. The repudiation of this agreement by the slave interests, in 1854, was the beginning of a fight to the death between the two labor systems in the West.
- (d) Texas was Mexican territory, settled by emigrants from the slave states of the United States, who finally established themselves as an independent republic. This republic sought and obtained annexation to the United States as a slave state. The annexation of Texas led to a war with Mexico. Both the annexation and the war were bitterly opposed by the anti-slavery interests; but, in consequence of the war, the United States acquired territory on the Pacific coast which ultimately strengthened the opposition to slavery.
7. (a) The two parties were merely rival groups of politicians.
- (b) After 1854. When public opinion demanded a real party alignment on the question of the extension of slavery—the Whig politicians could not agree to oppose the slave-holding interests, while their opponents could agree not to oppose them.
- (c) By using his influence as leader of the Whig party in Illinois to elect an anti-slavery Democrat to the United States Senate in 1854, thus breaking up the Whig party organization.
- (d) In the political discussions of the time, these words were understood to mean:—1. The immediate extinction and repudiation of slavery on moral grounds. 2. The theory that a state of the Union had the constitutional right to sever its relations with the Union. 3. The theory that slavery could not constitutionally exist in the United States except where it had been established by the deliberate act of a state of the Union. 4. The theory that the first few settlers in a new territory had the right to decide the question of free or slave labor before they were permitted to organize a state government, derided as "squatter sovereignty."
8. (a) Free Soil Whigs and a few Free Soil Democrats, Abolitionists, and the rising manufacturing and trading interests of the Northern States.
- (b) That slavery should be recognized only as a local institution in the states where it was already established; that customs duties should be levied on imports to stimulate domestic production; that the Federal Government possessed all necessary powers to "promote the general welfare."
- (c) 1st. As United States senator from New York, he had been leader of the anti-slavery Whigs, the statesman of broadest experience among the Republican leaders. 2nd. As senator from Massachusetts, leader of the extreme Abolitionists, and representative of the uncompromising self-interest of New England. 3d. Editor of the New York Tribune, exerting enormous influence with the agricultural population of the Northern States in favor of Republican policies.
- (d) That there should be no discrimination against slavery in federal legislation; that American citizens should be free to buy and sell in the best

- market without interference by the taxing power of the government; that the Federal Government should confine itself strictly to the exercise of the powers expressly delegated to it by the sovereign states.
- (e) 1st. United States senator from Illinois. He obstinately denied the necessity of making the slavery question a national political issue. 2d. United States senator from Mississippi, 1857—1861, afterward President of the Southern Confederacy, a distinguished soldier, representative of the uncompromising self-interest of the Southern States. 3d. President of the United States, 1857—1861, a statesman of wide experience and a leading Northern supporter of the slave-holding interests.
9. (a) Douglas and Lincoln were rival candidates for the United States senatorship; Lincoln challenged his opponent to a series of joint debates during the canvass for members of the legislature.
- (b) The excitement aroused in all parts of the country by the debates showed conclusively that the questions relating to slavery were the only subjects of political discussion in which the mass of the voters took any interest.
- (c) The application of the principle of "Free Soil"; the application of the principle of "Popular Sovereignty."
- (d) Douglas was elected to the Senate owing to the belief that the Northern Democrats were in a position to effect a compromise that would save the Union.
10. (a) He was the Republican candidate for President of the United States.
- (b) The Southern Democrats, exasperated by bitter attacks in the North on Southern institutions, and inspired by the secession idea, refused to make concessions to Northern opinion. Consequently, the Democratic party divided its votes and lost its commanding position as the national party opposed to Republican sectionalism.
- (c) Lincoln was elected President in the face of the open threat that his election would be followed by the secession of the cotton-growing states.
11. (a) The theory that the Constitution of the United States was nothing more than voluntary compact between independent states for mutual advantage.
- (b) The Southern States enjoyed a practical monopoly of the production of cotton, one of the world's most important staples. The people of the Southern States differed in habits, ideas, and, to some extent, in origin from the people of the North. European buyers of cotton, jealous of the rising manufacturing industry of the Northern States, encouraged the estrangement between the sections, arising from these differences.
- (c) They believed that Lincoln was an ignorant and inexperienced backwoodsman who would be only a tool in the hands of the inveterate enemies of the Southern people and institutions.
- (d) He regarded the secession movement as a conspiracy between certain citizens of the United States to resist the operation of the laws of the United States.
12. (a) As constitutional commander-in-chief, his control over the military and naval forces, provided by Congress, is unchecked. He cannot formally declare war or make peace, but he can command or suspend hostilities, and suspend or restore the operation of the ordinary civil law in accordance with his own ideas of his duty.
- (b) To preserve the Union without admitting the right of secession.
- (c) President Lincoln sought, by recognizing fully the constitutional right of the slaveholder to the labor of his slaves, to separate the idea of slaveholding from the idea of secession. The Abolitionists wished to do away with slavery at once, as the foundation of the whole difficulty.
- (d) That the attempt to preserve the Union by force of arms would probably fail; and, whether it failed or succeeded, would endanger free institutions in America.
13. (a) A proclamation issued by President Lincoln, Jan. 1, 1863, in pursuance of a warning previously issued declaring all slaves free in those states in which the authority of the Federal Government was being resisted.
- (b) The proclamation was issued by virtue of the power vested in the President as commander-in-chief of the forces, in time of war. It was, in effect, the destruction of a certain amount of the private property of enemies of the United States.
- (c) More than three-fourths of the slave population of the United States were contained in the states and parts of states specified in the proclamation.
- (d) The system of slave labor in the South was systematically demoralized by the action of the military forces of the United States in pursuance of the proclamation.
- (e) Freeing the slaves in the states where slaveowning was most profitable gave the system of slavery its death blow. The remaining slaves were soon freed by state action and by the adoption of the Thirteenth Amendment to the Constitution of the United States.
14. (a) Abolitionist opposition was disarmed and President Lincoln became the undisputed leader of the Republican party.
- (b) Gen. George B. McClellan, one of the most popular of the Federal commanders in the field.
- (c) Whether the policies of the administration of President Lincoln had been attended with a sufficient degree of success to warrant their continuance.
- (d) President Lincoln was re-elected by a large popular majority and an overwhelming majority of the electoral vote.
15. (a) It was recognized only as a military organization with which the United States was at war. The states were regarded as states of the Union temporarily out of their normal constitutional relations with the Union. The people of these states were treated as citizens of the United States, entitled to all the benefits of such citizenship, whenever they should submit to the constitutional authority of the Federal Government. The freedmen were encouraged to assume and protected in maintaining the legal position of free negroes in the several states, and were enlisted in the military service on the same terms as white soldiers.
- (b) In general, that the policy of opposing secession and slavery by force of arms had failed and that peace should be offered the Southern States on the sole condition of the restoration of the Union.
- (c) In general, that the people of the Southern States had forfeited their constitutional rights, and that it was the right and duty of the United States Congress to prescribe the terms on which these rights might be restored.
16. (a) President Lincoln was shot in his box at Ford's Theater, Washington, on the evening of April 14, 1865, by a madman who fancied that he was avenging the South. After the shooting, the President lay unconscious until 7 a. m., April 15, when he died.

(Concluded on page 237)



# Grammar School Course in Literature

By HARRIET E. PEET, State Normal School, Salem, Mass.

## The Study of a Short Poem—II.

The introduction to a descriptive lyric should lead the mind to the scene and thought suggested. The introduction to lyrics in the form of a ballad should prepare the way for the story. Tennyson's "Lady Clare," for example, requires a story introduction.

### LADY CLARE

*Introduction.*—A woman once took care of a baby who was to be called Lady Clare and was to inherit a castle and many acres of land. The baby fell ill and died. The woman thought to herself, "If I tell no one and put my own baby in her place, my child will be thought to be the real Lady Clare." The nurse did this and kept what she had done a secret until her child grew up and was to marry Lord Ronald, the next in line to inherit the land and castle. When the nurse's daughter, who had always believed herself the real Lady Clare, was told by the mother, the nurse, that she was only a peasant born, she was filled with shame. She was not so sorry that she was a peasant born as that she should have kept Lord Ronald from his castle and lands. The poem by Tennyson called "Lady Clare" tells what she did when she found that she was not the real heiress to the castle and the land.

It was the time when lilies blow  
And clouds are highest up in air;  
Lord Ronald brought a lily-white doe  
To give his cousin, Lady Clare.

I trow they did not part in scorn;  
Lovers long betroth'd were they;  
They two will wed the morrow morn—  
God's blessing on the day!

"He does not love me for my birth,  
Nor for my lands so broad and fair;  
He loves me for my own true worth,  
And that is well," said Lady Clare.

In there came old Alice, the nurse,  
Said, "Who was this that went from thee?"  
"It was my cousin," said Lady Clare;  
"To-morrow he weds with me."

"O, God be thanked," said Alice, the nurse,  
"That all comes 'round so just and fair!  
Lord Ronald is heir of all your lands,  
And you are not the Lady Clare."

"Are ye out of your mind, my nurse, my nurse,"  
Said Lady Clare, "that ye speak so wild?"  
"As God's above," said Alice, the nurse,  
"I speak the truth: you are my child."

"The old earl's daughter died at my breast;  
I speak the truth, as I live by bread!  
I buried her like my own sweet child,  
And put my child in her stead."

"Falsely, falsely have ye done,  
O mother," she said, "if this be true,  
To keep the best man under the sun  
So many years from his due."

"Nay, now; my child," said Alice, the nurse,  
"But keep the secret for your life,  
And all you have will be Lord Ronald's,  
When you are man and wife."

"If I'm a beggar born," she said,  
"I will speak out, for I dare not lie.  
Pull off, pull off, the brooch of gold,  
And fling the diamond necklace by."

Lady Clare then putes on a peasant's gown and after a word of forgiveness to Alice, the nurse, she goes to Lord Ronald, accompanied by the lily-white doe. When she reaches his castle Lord Ronald greets her.

Down stept Lord Ronald from his tower:  
"O Lady Clare, you shame your worth!  
Why come you drest like a village maid,  
That are the flower of the earth?"

"If I come drest like a village maid,  
I am but as my fortunes are;  
I am a beggar born," she said,  
"And not the Lady Clare."

"Play me no tricks," said Lord Ronald,  
"For I am yours in word and in deed.  
Play me no tricks," said Lord Ronald,  
"Your riddle is hard to read."

O, and proudly stood she up,  
Her heart within her did not fail;  
She look'd into Lord Ronald's eyes,  
And told him all her nurse's tale.

He laugh'd a laugh of merry scorn;  
He turn'd and kiss'd her where she stood;  
"If you are not the heiress born,  
And I," said he, "the next in blood,—

"If you are not the heiress born,  
And I," said he, "the lawful heir,  
We two will wed to-morrow morn,  
And you shall still be Lady Clare."

*Questions in the Text.*—What present did Lord Ronald give Lady Clare? What were they to each other that he could give her a present? When were they to marry? What did Alice, the nurse, tell Lady Clare upon this day? What did Lady Clare decide to do when she found that she was not the real Lady Clare? Why was this a hard thing to do? How did she treat her mother? How was she dressed when she went to Lord Ronald to tell him that she was not the real Lady Clare? What went with her to Lord Ronald? What did Lord Ronald say to her when he saw her in a russet gown? What excuse did she make for wearing such a gown? What did Lord Ronald decide to do when he found that his betrothed was not the real Lady Clare?

What is admirable about Lady Clare's character? What can be said of Lord Ronald's treatment of Lady Clare? What parts of the story make pretty pictures? What things made you wish to know the end of the story before you got to the last stanza? How else might the story have ended? How much of the story is told thru conversation? What things make the poem an interesting one?

*Forms of Expression.*—Oral work: Each child should suggest such topics as the following and then recite upon one of them: The Characters of Lady Clare, Lord Ronald and Alice, the Nurse; A Subject for a Picture from "Lady Clare," Another Ending for the Story of Lady Clare. Written work: A Dramatic Scene from Lady Clare; A Review of Lady Clare; The Story of Lady Clare; A Description of Lady Clare and her Doe. Reading: A dramatic interpretation of the poem.

Thruout the work with short poems, variety must be sought. Each poem, if studied, will be found to be suggestive of what is adapted to its particular atmosphere and thought. A change of method also should be used in going from one poem to another so that a deadening routine may be avoided. A sixth grade class were studying the "Deacon's Masterpiece" recently. The introduction consisted in recounting observations of the children on an old-fashioned chaise which they had seen in a museum. After this the poem was read by the teacher and then each child was made responsible for a complete interpretation of a single stanza. The next day, the recitation was conducted in the following way: The children who had been made responsible for an explanation of the first stanza, read it and gave their ideas in detail as to what it meant. The other children then had an opportunity to ask questions about what puzzled them in the stanza. After the members of the class had asked all the questions they desired, the two children who had been made responsible for the interpretation of the stanza had their turn in asking questions. The entire exercise was wholly within the hands of the children and was most entertaining. It brought to light every bit of vague thinking which had been done by the children and taught in a forceful way that genuine study left no stones unturned. The work on the poem was finished by an interpretive reading.

As an introduction to Holmes' "Broomstick Train" the same class wrote imaginary encounters with witches. They read the poem to get ideas about witches and to discover what Holmes meant by the "Broomstick Train." The detailed study consisted first in following thru several stanzas, explaining it as they went along, and second in giving lines from the last stanzas which would help the slower children to guess what was meant by the Broomstick train. The following compositions were written. Each paper was as individual as the child who wrote it:

#### A MEETING IN THE WOODS

A little while ago, I had to walk thru a dark, dark woods to the doctor's house at night.

When I returned it was nearly midnight, and the stars shone out brightly.

Suddenly I saw a great bird,—it looked like an owl, and I heard a whirr, whirr, whirr, as it came on. At length another, another, and yet another came. Then they all flew down, and I heard mumbling and a chattering. I saw them light a fire and I saw they were living people with long capes and tall, pointed hats. They were very thin and wrinkled witches.

#### THE DREADFUL WITCHES

It was about midnight when I heard a very strange noise. Now, I sleep in a room all by myself. I am not very brave when I hear such queer noises. I thought of everything. So I sat up in bed to see if I could see anything of witches coming towards our house! Oh, you can't imagine how frightened I was! They looked as if they were coming right over to our house toward me. But all of a sudden, they took a sharp curve, and went to

Mr. North's barn. They disappeared thru the roof. I looked to see what they were doing. They were jumping on the cow's back and playing all sorts of tricks on the cows. The next morning Mr. North's customers all had sour milk for breakfast.

#### THE MEETING IN THE DARK CELLAR

The boys and I were playing in a dark cellar where it is said a witch lived at night. We all went home and I found I had left my coat there. Of course I did not like the idea of going back, but I had to. I started on my way and reached the deserted cellar and picked up my coat. But the minute I turned I heard a rushing sound. It was a queer sound, and a rumble came with it. Of course it startled me and I looked in that direction. And what do you think I saw? Two pairs of eyes looking at me. They came nearer; I turned and ran home. I never saw those eyes again, but I knew they belonged to the witches.

The lyrics selected for study should, of course, be optimistic, simple and beautiful. Many that are appropriate for children may be found in Elizabethan literature. Care should be taken to avoid those that are cynical. "Blow, blow, thou winter wind," for example, is a beautiful lyric belonging to this time which is appropriate for children on account of its cynicism.

Blow, blow, thou winter wind!  
Thou art not so unkind  
As man's ingratitude;  
Thy tooth is not so keen,  
Because thou art not seen,  
Altho thy breath be rude.

Heigh ho! sing, heigh ho! unto the green holly:  
Most friendship is feigning, most loving mere folly:  
Then heigh ho, the holly!  
This life is most jolly.

The Puritan and Cavalier period has a number of lyrics which are graceful and dainty for the children, but it is not until we come to the early Romanticists that we find the writer who has just the touch that is particularly suited to the fancies of childhood. In William Blake's "Songs of Innocence" there are many quaint concerts. Perhaps "Night" is one of the most beautiful of his lyrics.

#### NIGHT

The sun descending in the west,  
The evening star does shine;  
The birds are silent in their nest,  
And I must seek for mine.  
The moon, like a flower  
In heaven's high bower,  
With silent delight  
Sits and smiles on the night.

Farewell, green fields and happy groves,  
Where flocks have ta'en delight;  
Where lambs have nibbled, silent moves  
The feet of angels bright;  
Unseen, they pour blessing,  
And joy without ceasing,  
On each bud and blossom,  
And each sleeping bosom.

They look in every thoughtless nest,  
Where birds are covered warm,  
They visit caves of every beast,  
To keep them all from harm:  
If they see any weeping  
That should have been sleeping,  
They pour sleep on their head,  
And sit down by their bed.

—WILLIAM BLAKE.

# Industrial Geography

By G. B. COFFMAN, Illinois

## Lumbering in the United States

The forest area of this country, in its primeval state, was about seventy per cent of all the land. At the present time it covers about one million square miles of timbered land, or about fifty per cent of all the land. The present actual forest area, from which our lumber supply must be drawn, is not more than one-half of the wooded area, or about twenty-five per cent of all the land.

### ORIGINAL FORESTS

The woods of the United States are in three divisions: The Atlantic forest, the Rocky mountain forest, and the Pacific coast forest. The Atlantic forest comprises about three-fourths of all the original forests. It originally included all the forest east of the Mississippi river. In the east, this forest extended from Maine to Florida. At the north it extended westward to the Red river of the North and in the south it extended beyond the Mississippi river, taking in Missouri, Arkansas, part of Oklahoma and part of Texas. In the center the prairie country begins in Illinois and takes in Iowa, the northern part of Missouri and extends westward to the Rocky mountains. The region is known as the Great Western Plains. This treeless belt is from four hundred to eight hundred miles wide, beginning north of the Canadian boundary and extending south to the Mexican line. There are five states in this belt almost destitute of trees.

Much of the Atlantic forest was of small growth, but vast unbroken areas contained the finest standing timber known to man. In the center of this belt, running east and west, were the deciduous trees, the hard wood. In this belt were found the finest oak, poplar, walnut, hickory and cherry known to man. No conifers were found in the center of this belt, but as we approach the North or the South the forest became mixed with the conifers. The Northern belt was called white or Northern pine. This is soft and is the finest and most valuable of the pines. It is the delight of the carpenters. This white pine belt covered Maine, New Hampshire, New York, Michigan and the northern parts of Wisconsin and Minnesota. The best of this pine has been cut.

The name given the pine in the Southern belt is yellow, or Georgia pine. This is hard pine. The belt begins in New Jersey, extends through Virginia, then west through the Gulf States to Arkansas and Texas. In the middle belt there are over 225 varieties of deciduous trees, more than a third of which have commercial value. The average farm in this region contains a greater variety of trees than does all Europe. Few deciduous trees grow west of this belt.

### ROCKY MOUNTAIN FOREST

The Rocky mountain forest is the continuation of the forests of British Columbia. In the western part of Montana and in the northern part of Idaho are found almost the same kinds of trees as on the Pacific coast farther west. The timber is not very good. Farther south, in the high regions, some pine is found, but not of good quality. The forest continues in patches almost to the Mexican borders.

### THE PACIFIC COAST FOREST

This is the greatest forest on the face of the earth. It extends all along the Pacific coast. Its breadth is greatest in Washington and Oregon, gradually lessening as it extends south. In this region are found the oldest and largest trees on the face of the earth. The Douglas or red fir in Washington and Oregon is almost equal in quantity to all others. The white pine and the Southern yellow pine are also found here. The red cedar from which three-fourths of all the shingles are made is found here. Other cedars, firs, spruce and hemlock grow in Washington and Oregon. South of Oregon, along the coast, are found the redwood and the "big trees" of California. The sugar pine also grows in California.

### THE PRESENT TIMBER SUPPLY

It is estimated that at the present rate of cutting, the timber supply will be exhausted in fifty years. Of all the supply of timber in the United States, the Northern states have about three-twelfths, the Southern states four-twelfths and the Western states five-twelfths. Of the whole, about twenty per cent is hard wood; the remainder is coniferous.

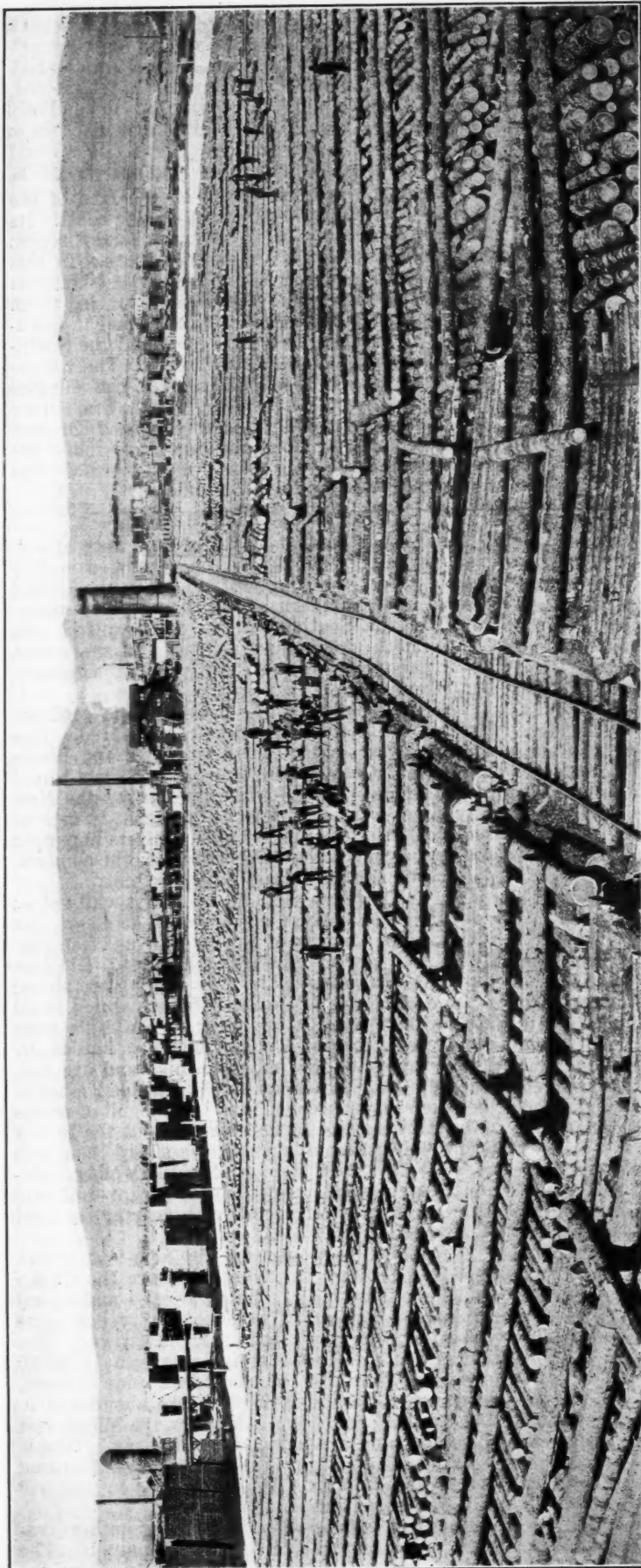
The white pine is the cream of the conifers. From this all other varieties are measured. This variety grows in the Northern states and Washington and Oregon, but there is but little to cut now. Along with the white pine grows the Norway pine, a variety a little harder. It is now reckoned as white pine. Other conifers now used for lumber in the Northern states are the hemlock, spruce, tamarack, balsam and jack pine.

The first logging took only the finest white pine; now they are cutting all timber that clears five inches. The mixture of hard wood was often neglected, but now every variety is taken. Old logs that were thrown away in early logging are picked up and used. Some years ago logs which could not be floated down the river to the mills were considered worthless; now logs are hauled by trains three hundred miles to mills and are considered a good investment. No sawable timber in the lake regions is considered too difficult of access to be marketable. In the swamp lands the timber is cut and hauled to lakes or rivers, and then with portable saw-mills it is made into lumber. Often the pulp-wood cutter follows the saw-mill and picks up what is left, sometimes clearing the land of all wood.

In the Southern section the long-leaf yellow pine is the standard. Next to it are the Cuban and the loblolly pine. These varieties make good commercial lumber. The short-leaf yellow pine makes good lumber. It is a rapid grower. The lumbermen are now cutting logs from 18 to 20 inches in diameter in short-leaf pine forests, grown on cotton fields which were abandoned in time of the Civil War. About twelve billion feet of yellow pine are being cut each year. This is about one-third of all the lumber manufactured in the United States. At this rate the cutting will only last about twenty-five years.

The cypress is another important Southern variety. About one billion feet is cut annually. The timber grows principally at sea level in the swampy country. On this account it is hard to





A LUMBER YARD IN THE NORTHWEST

market. Teams cannot be taken into the swamps. Temporary logging railroads are used. Wire cables are run from the track for about half a mile on each side. In this way the logs are jerked in to the track. Thus a swath about a mile wide is logged. The track is then pulled up and laid for another swath.

Forty years ago the Northeastern States reached their maximum in the supply of lumber; twenty years ago the Lake States reached their maximum. The Southern States are now producing their greatest amount of lumber. The maximum for the Southern States is yet to come. It is estimated that there are standing on the Pacific coast more than 700,000,000,000 feet; in British Columbia about 150,000,000,000 feet. Almost half of this is Douglas fir; Western yellow and white pine, about one-fifth; the remainder red cedar, redwood, hemlock, sugar pine and spruce. We are cutting annually about 7,500,000,000 feet.

Of our hardwood supply we are using about 25,000,000,000 feet. Forty-five per cent of this is oak, mostly white oak; ten per cent poplar and about eight per cent maple. We are using more lumber per capita than we formerly used, our annual consumption being about four hundred feet. Europe uses about sixty feet per capita.

The freight on lumber per yard is enormous. No one place is exempt from helping to pay this bill. There is no section of the country but that imports lumber from some other section. The hardwood is used in all parts of the United States. All the part west of the Mississippi is supplied by hardwood from the East. Yellow pine from the South goes North for flooring, finish and timbers. It is the chief lumber of the Eastern market. The white pine of the North goes to the East and the South for doors and finishing material.

From the Pacific coast, the red cedar, in the form of shingles, is shipped to the Eastern market. The white pine, which was formerly used for shingles, has not been used much in late years. Two-thirds of the shingles cut annually in the United States are made of the Washington cedar. Siding is also made of red cedar and is shipped East. The fir is used for joints, scantling, etc. It finds a big market in the Dakotas and Iowa.

The yellow pine of the South is rapidly taking the place of the white pine, on account of the scar-

city of the latter, and is finding market as far north as Minnesota. Cypress is in demand east of the Rockies for sash and door material. The bulk of the redwood is used west of the Rockies.

White pine is sought the world over. It is used for pattern stock. The sugar pine is shipped from the Pacific coast to the pine regions of Maine and other parts of the country. The sugar pine is also being made into matches and door sashes. Formerly the matches were made of white pine. These long hauls add greatly to the cost of lumber. Fir timber, costing \$13 per thousand on the Pacific coast, would cost \$26 at St. Paul. This makes the transportation as much or more than the original cost of the lumber at the mills. At most any lumber yard can be found the yellow pine of the South, the white pine of the North, the hardwood of the Ohio River valley, the cedar, fir, redwood and hemlock of the Pacific coast.

#### EXPORT OF LUMBER

We export about \$90,000,000 worth of lumber annually. This is about five per cent of our annual cut. America has always been, and is now, the source of supply of lumber for other countries. Canada is also a country which exports a great deal of lumber. She sends a great amount of logs and lumber to the United States. We get from her a great many shingles. We are selling abroad for cabinet purposes red gum of the Southern forests, under the name of satin walnut. However, we import a great amount of cabinet woods. Grand Rapids, Mich., is the city which consumes the most of this imported wood for cabinet purposes. Mahogany is the wood most imported for this purpose. Most of it is shipped to England from Africa, and then to the United States. Some of it comes from Mexico, Nicaragua, and Cuba.

#### THE PULP-WOOD

The pulp-wood industry is against the re-growth of the timber. The demand is so great for this kind of wood that we are compelled to go abroad for the wood. Twenty per cent of the wood is brought from Canada. It brings \$6 or \$7 per cord. Three millions of cords are used annually. At this rate our pulp-wood supply will last but twenty years.

Nearly all kinds of lumber have doubled in price in the last fourteen years. This makes the cost of building much higher. One is staggered when he comes to settle the lumber bill. The prices now are approximately: White pine, \$95; yellow poplar, \$60; Southern yellow pine, \$30; cottonwood, \$45; hemlock, \$25. The average prices for the Minneapolis mills was \$12. It is now about \$24. The conifer wood was advanced more than the hardwood. White pine is worth more than quarter-sawed oak.

It is not hard to see the reasons for this advance. Everything pertaining to the output of the lumber has advanced in price. The lumberman must pay a double price for the trees. He must pay a double price for his labor and he must pay a big price for his transportation and his tools. It also takes more labor to market the trees; because only the finest and best were taken in earlier days, only those near the market were taken. Now the lumberman must seek the swamps and the rough places and he must take small trees and must haul them a greater distance.

At the present time there cannot be a lumber trust. Three-fourths of all the standing timber is owned by private people. These parties are not rich men. They own farms and the timber on them. The timber on such farms is cut and pre-

pared for market by small mills; mills placed here and there till the timber is cut, and then removed to some other place. The lumber is usually marketed by the original owner of the logs. This is especially true in the hardwood regions of the Atlantic forest.

It is true that there are large and strong lumber companies; but it has been hard for them to get hold of much of the timber land. Some of them have bought of the railroads and some of them have bought a great deal of private parties. As the law is concerning the homestead and the timber acts, the lumber men have been successful in buying such land at a very low rate. These acts have made it possible for small companies to get hold of some of the timber land.

The total wooded area of this country is about seven hundred million acres. The government has been slow in seeing the treeless days ahead of us. The total government forest reserve covers an area of one hundred and fifty million acres. This has been reserved in the last eighteen years. All is west of the Mississippi river, and there is but light timber on that which is east of the Pacific slope. In the reserve the people are not prevented from using the timber, but it is merely effectively protected from trespass and fire, and thrown open on advantageous terms to the people. The motto is: "Use the wood and save the forest."

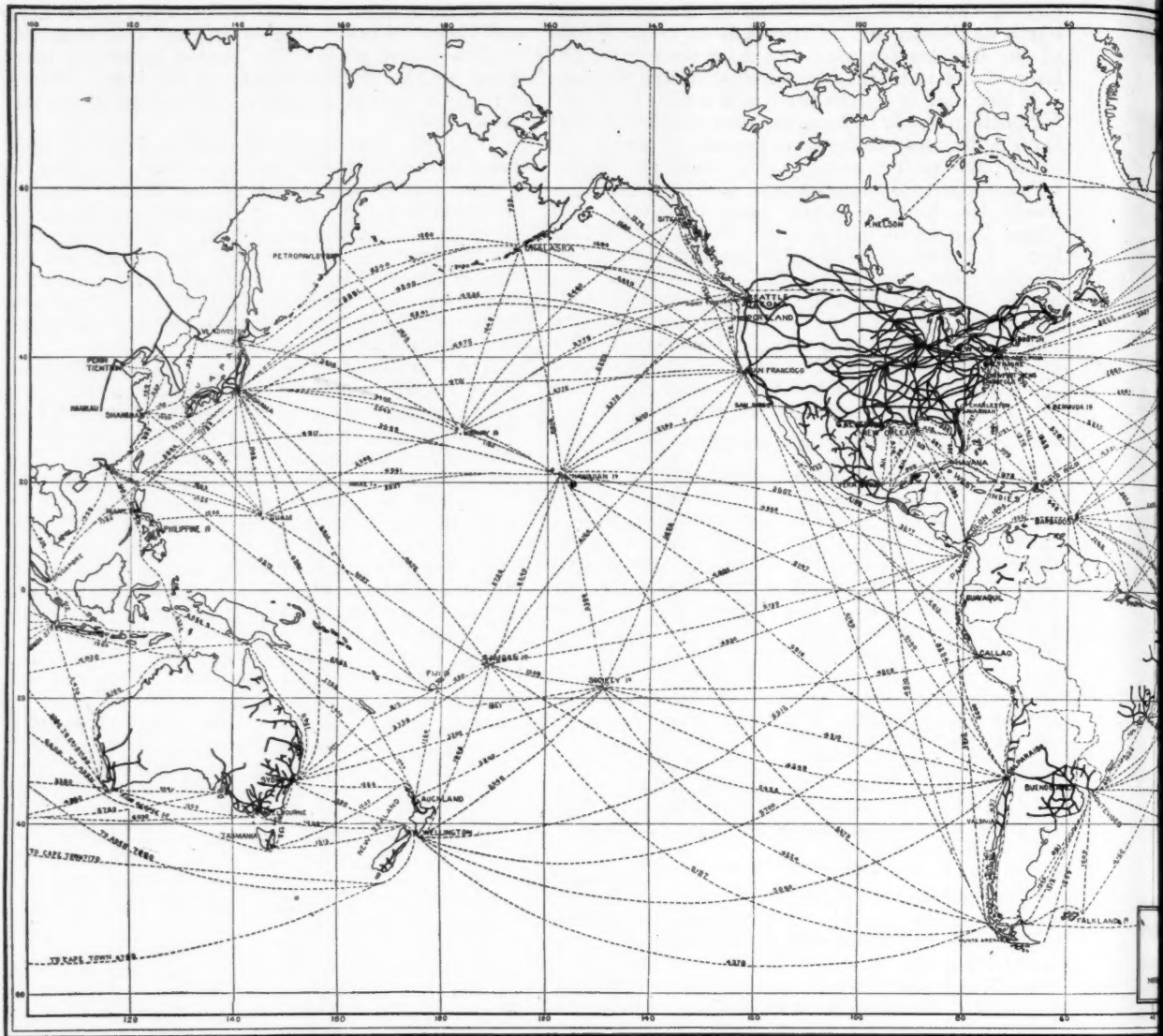
The Forest Service has been very active of late years. It shows the people how to prevent and fight forest fires; how to save the forest from the ravages of grazing stock; how to cut trees without damaging other trees; and how to replant land where trees have been cut. Its work is very effective, but when we consider the amount of timber taken each year we know that in years to come the timber at hand will not meet the demand. What is now being planted, if let grow twenty years, would not be sufficient to make the pulp which one of the leading papers of New York uses during the year.

When we take a look back to the primeval forests and see the dense woods with abundance of the finest trees in the world, the walnut, the white pine and the cherry, being cut down and burned, so that the ground might be used for farming; and then look at the conditions now, we wonder what people were thinking about. Trees in early days seemed to be obstacles in the way. The question then was, how to get rid of them. The problem now is, how to get them to grow. If the farmers in the Ohio River Valley had saved one-fifth of the timber land, it would now be worth more than the rest of the farms. One walnut tree in southern Indiana, a few months ago, was sold for \$110 standing. In passing through that country one yet sees a few of such woods.

#### Lincoln and Tad

Lincoln's two little boys, "Willie" and "Tad," were his closest companions after he went to the White House. After Willie's death, Tad received a double share of his father's affection. He had dogs and goats and ponies, and his father was rarely able to deny him anything. The President once sent this message to Mrs. Lincoln when she and Tad were absent from Washington: "Tell Tad the goats and father are very well, especially the goats." Tad was on friendly terms with the President's cabinet and on one occasion Secretary of War Stanton commissioned him a lieutenant in the United States army. The proud young officer promptly secured muskets and drilled the servants in the White House in the manual of arms.





Under the head of "Principal Commercial Routes of the World," THE SCHOOL JOURNAL will have a regular monthly department devoted to this most important phase of commercial and industrial geography. Last month an article appeared, giving, in connection with a historical sketch of transatlantic service, an outline of the vast transportation interest controlled by the Hamburg-American Packet Company. Descriptions of other steamship and railroad lines will follow.

In the present number is given the splendid map prepared by the Department of Commerce and Labor, Bureau of Statistics, at Washington, D. C. Copies of the original map can be obtained by writing to the Secretary of the Department.

#### DISTANCES FROM NEW YORK TO THE PRINCIPAL PORTS OF THE WORLD

##### Aden.

- Via Suez Canal, 6,532.
- Via Cape of Good Hope, 10,985.
- Via Singapore and San Francisco, 14,691.

##### Antwerp, 3,325.

##### Batavia (Java).

- Via Panama, 13,167.
- Via Suez Canal, 10,182.
- Via Cape of Good Hope, 11,855.

##### Bombay.

Via Suez Canal, 8,120.

Via Cape of Good Hope, 11,250.

Via Singapore and San Francisco, 12,971.

Via Singapore and Panama, 14,837.

Bermuda, 676.

##### Calcutta.

Via Suez, 9,830.

Via Cape of Good Hope, 12,180.

Via Singapore and San Francisco, 12,181.

##### Callao.

Via Panama, 3,392.

Via Magellan Strait, 16,868.

Cape Town, 6,815.

Colon (eastern end of Panama Canal), 1,981.

##### Colombo.

Via Suez Canal, 8,610.

Via Cape of Good Hope, 11,130.

Copenhagen, 3,852.

Gibraltar, 3,207.

##### Guam.

Via San Francisco, 8,245.

Havre, 3,169.

##### Hongkong.

Via San Francisco, 5,288.

Via Suez, 11,610.

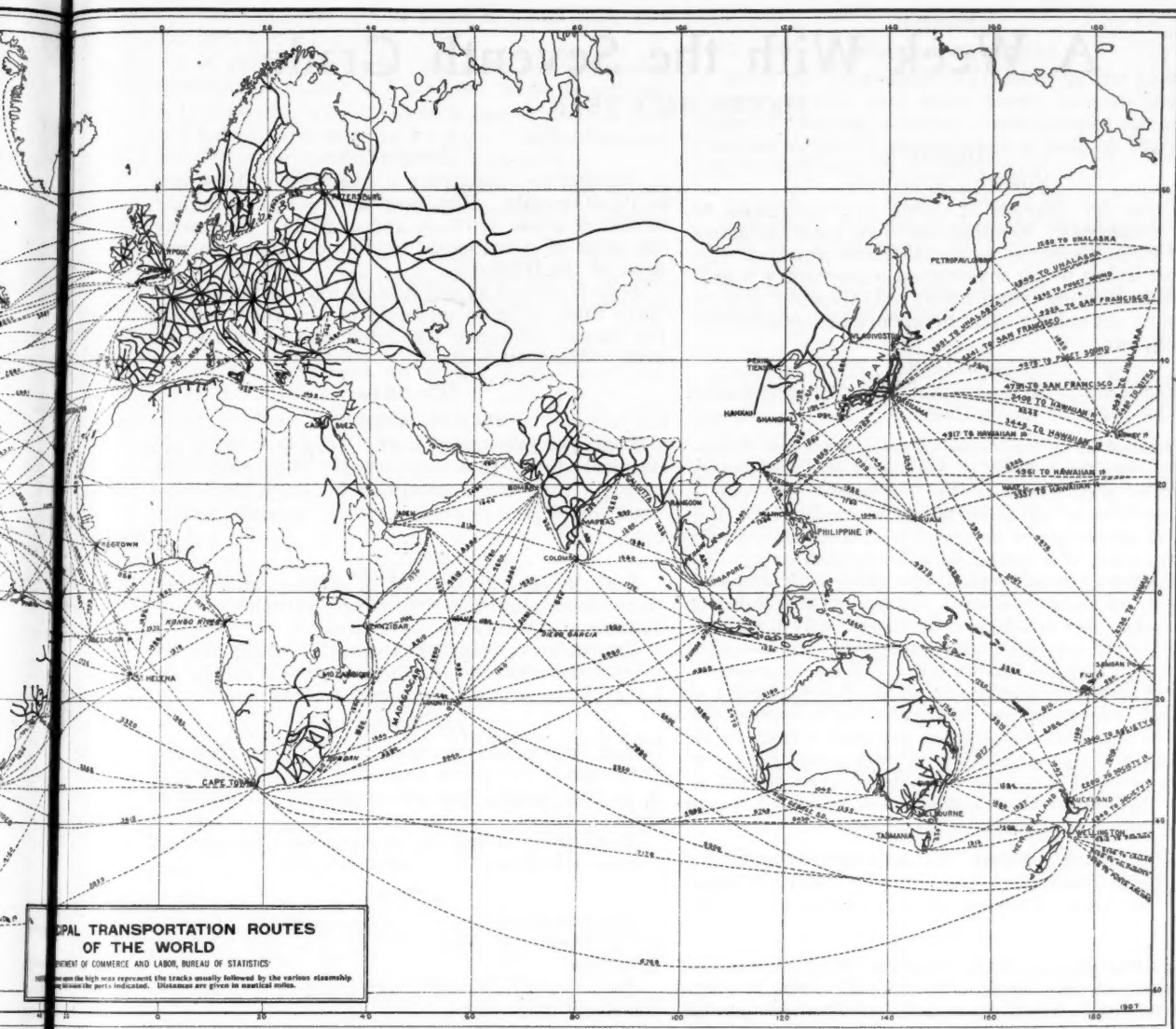
Via Cape of Good Hope, 13,590.

Via Magellan Strait, 16,868.

##### Honolulu.

Via San Francisco, 5,288.





Via Magellan Strait, 13,269.  
 Kingston, Jamaica, 1,473.  
 Liverpool, 3,053.  
 Manila.  
   Via Yokohama and San Francisco, 9,840.  
   Via Panama, 11,546.  
   Via Magellan Strait, 16,736.  
 Melbourne.  
   Via San Francisco, 10,231.  
   Via Panama, 10,028.  
   Via Suez, 12,981.  
   Via Cape of Good Hope, 12,670.  
 Mexico City, 2,399.  
 Naples, 4,172.  
 New Orleans, 1,741.  
 Nome, Alaska.  
   Via San Francisco, 5,896.  
   Via Panama, 8,010.  
   Via Magellan Strait, 15,840.  
 Odessa.  
   Via Gibraltar, 5,370.  
 Panama.  
   Via Canal and Colon, 2,028.  
 Pernambuco, Brazil, 3,696.  
 Port Said, Egypt, 5,122.  
 Port Townsend, 3,199.  
 Punta Arenas (Magellan Strait), 6,890.  
 Rio de Janeiro, 4,778.  
 San Francisco, 3,191.

St. Petersburg, 4,632.  
 San Juan, P. R., 1,428.  
 Singapore.  
   Via San Francisco, 10,693.  
   Via Suez, 10,170.  
   Via Cape of Good Hope, 12,355.  
 Shanghai.  
   Via Panama, 10,855.  
   Via Suez, 12,360.  
   Via Cape of Good Hope, 14,593.  
 Tehuantepec, 2,036.  
 Tutuila, 7,341.  
 Valparaiso.  
   Via San Francisco, 8,331.  
   Via Panama, 4,637.  
   Via Magellan Strait, 8,460.  
 Vladivostok.  
   Via San Francisco, 7,897.  
   Via Magellan Strait, 8,460.  
 Wellington, New Zealand.  
   Via San Francisco, 9,100.  
   Via Magellan Strait, 11,500.  
   Via Suez, 14,230.  
   Via Cape of Good Hope, 13,710.  
 Yokohama.  
   Via San Francisco, 7,727.  
   Via Magellan Strait, 16,205.  
   Via Singapore and Suez, 13,040.  
   Via Cape of Good Hope, 15,020.

# A Week With the Seventh Grade

## SECOND HALF YEAR

### Monday

#### MORNING EXERCISES

*Topic for Discussion.*—Our responsibilities to our neighbors. Keeping our own yard, windows and steps clean, so as not to cause annoyance to those living near; making no unnecessary noises that may cause annoyance; not allowing pets to annoy; not calling upon neighbors at inconvenient times, etc.

#### ENGLISH

*Recitation.*—Arrange the following statements in the form of an outline:

Prepared as he was to see an inauspicious and ill-looking person, the ugliness of Anthony Foster considerably exceeded what Tressilian had anticipated. He was of middle stature, built strongly, but so clumsily as to border on deformity, and to give all his motions the ungainly awkwardness of a left-legged and left-handed man. His hair escaped in sable negligence from under a furred bonnet, and hung in elf-locks which seemed strangers to the comb, over his rugged brows and around his very singular and unprepossessing countenance. His keen dark eyes were deep set beneath broad and shaggy eyebrows, and as they were usually bent on the ground, seemed as if they were themselves ashamed of the expression natural to them, and were desirous to conceal it from the observation of men. The features which corresponded with these eyes and this form were irregular and marked, so as to be indelibly fixed on the mind of him who had once seen them.—(From Scott's "Kenilworth.")

*Seat Work.*—Select the adjectives describing Anthony Foster's (1) stature, (2) hair, (3) eyes, (4) features. Arrange the adjectives in columns.

#### GEOGRAPHY

*Recitation.*—Turkish Empire—Why of especial interest at this time? How ruled? Who is present Sultan? What changes in government has he tried to bring about? How do the people support themselves? What is exported? Imported? What are the physical characteristics of the country? The climate? Capital? Important cities?

*Seat Work.*—Read up the appearance, dress, religion, homes and other customs of the Turkish people.

#### HISTORY:—AMERICAN REVOLUTION

*Recitation.*—Causes of the Revolution: Navigation Laws, Taxation, Stamp Act, Quartering Troops, Tax on Tea, Boston Port Bill, Massachusetts Bill, Transportation Bill—as seen from England's side. If possible read from an English history published in England.

*Seat Work.*—Resistance to unjust measures; Smuggling, Stamp Act Congress, Boston Massacre, Gaspee, Boston Tea Party—from English point of view.

#### ELEMENTARY SCIENCE

*Recitation.*—Partially fill small bottle with water so that when inverted it will barely float in tall jar or bottle nearly full of water. Cover mouth of tall jar with sheet rubber, fastening with thread so that jar is air-tight. Press upon rubber. Note and explain behavior of small floating bottle.

*Seat Work.*—Make drawing of experiment as above, and write in notebook conclusions drawn therefrom.

#### MATHEMATICS

*Recitation.*—Construct a trapezoid. Draw one of its diagonals. How may the area of each part be found, given the base and altitude? How may the area of a trapezoid be found, given the two areas of the trapezoid.

*Seat Work.*—Lay out a trapezoid on the school-room floor, making one side of the room one of the bases. Measure the sides, and calculate the area of the trapezoid.

### Tuesday

#### MORNING EXERCISES

*Topic for Discussion.*—The Hospital—What are hospitals for? How supported? Why better for patients than home treatment? Ambulance system, physicians, nurses, wards, private rooms, etc.

#### ENGLISH

*Seat Work.*—Make lists of appropriate adjectives describing the eyes, hair, complexion and stature of someone in the room.

*Recitation.*—Describe portraits, using appropriate descriptive adjectives, as, Washington, Longfellow, Bryant, President Roosevelt, etc.

#### GEOGRAPHY

*Seat Work.*—Study history of Constantinople, the founder, for whom named, why situated where it is (see map), historic events which occurred there.

*Recitation.*—Study of geographical features of Turkey continued from previous day.

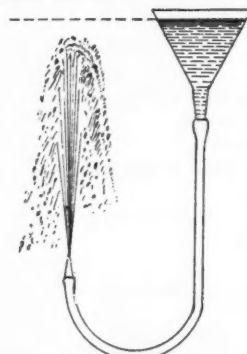
#### HISTORY

*Recitation.*—Events in English history leading up to Treaty of Paris, 1783. Pitt the younger. Hastings.

*Seat Work.*—Conditions in India during time of Hastings' office there.

#### ELEMENTARY SCIENCE

*Recitation.*—Arrange funnel, rubber tube and glass nozzle, as in diagram. Fill with water, elevate and then depress funnel. Explain action of funnel in each case.



*Seat Work.*—Draw diagram of above experiment and enter conclusions in notebook.

#### MATHEMATICS

*Problems.*—(From School Work for June, 1907.)

1. Find the interest on \$365 for 2 years, 6 months, 18 days, at 4 per cent.

2. How long will it take \$3,000 to double itself at 6 per cent, simple interest?

3. A 20-day note for \$96 was drawn and immediately discounted at a bank at 6 per cent. Find the proceeds.

4. A merchant pays \$38.40 for a piece of cloth. If there had been 3 yards more in the piece, it would have cost him \$42. How many yards were in the piece?

5. Find, by the six per cent method, the interest and the amount of \$5,000 for 4 years, 9 months, 11 days, at 3 per cent.

6. The population of the United States is 78,500,000. Twelve per cent of the people are engaged in farming, 2½ per cent in the professions. How many are engaged in each?

7. If 13,580, or 48½ per cent, of the passenger coaches on the French railroads are third-class, how many passenger coaches are there in all?

8. A salesman for a typewriter company received \$10 per week salary and 15 per cent commission on all sales. Find his earnings for one week if he sold one machine for \$95 and three for \$87 apiece.

9. If 24½ yards of cloth cost \$88.75, how much will 12¼ yards cost?

### Wednesday

#### MORNING EXERCISES

*Topic for Discussion.*—Conduct on the street. No loitering, no boisterous talking, no trying to attract attention, quiet dress for street, manners.

#### ENGLISH

*Seat Work.*—Write five sentences containing adverbs of time, and five containing adverbs of place.

*Recitation.*—Have pupils find all the adverbs in a selection from some text-book, stating in every case the kind of adverb, and its value in the sentence.

#### GEOGRAPHY

*Recitation.*—Arabia: Geographical position, and character (peninsula), climate, industries, exports, imports, government, people.

*Seat Work.*—Read about life in Arabia, horses, trading, camels, Bedouins.

#### HISTORY

*Recitation.*—War of 1812 with the United States, from the English point of view. Causes. Principal events. Results. In what respects were the British justified in their point of view?

*Seat Work.*—Read about conditions in England in 1812. Who was king? Prime minister? What were the people doing? What inventions about that time? What kind of houses? Furniture? Means of conveyance? Religious conditions?

#### ELEMENTARY SCIENCE

*Seat Work.*—Study the arrangement of fountains. What makes the water flow as it does? In Madison Square, New York City, there is a fountain from which the water comes out in spurts—a flow, then a rest. How is such a fountain arranged?

*Recitation.*—With the aid of a large bottle or jar and glass tubing make a fountain.

#### MATHEMATICS

*Recitation.*—Problems in simple interest, from book.

*Seat Work.*—Write a promissory note, payable at a definite time, at the legal rate of interest, made out to someone in the room, and properly signed.

### Thursday

#### MORNING EXERCISES

*Topic for Discussion.*—Tidiness of the person. Proper care of hair, nails, hands, how to have a clear complexion, bathing, cleanliness of clothing, pleasure derived from daintiness, both by the person himself and those about him.

#### ENGLISH

*Seat Work.*—Write a letter of sympathy such as might be written to the mother of a school friend who has died.

*Recitation.*—Read, discuss, and correct, letters written as above as seat work.

#### GEOGRAPHY

*Seat Work.*—Syria and Palestine. What can you find about these countries by referring to a Bible?

*Recitation.*—Syria and Palestine: Of what special interest historically? Jordan River and Dead Sea. Natural resources? Cities—Jerusalem, Mecca. For what is Mecca famous? Who was Mohammed?

#### HISTORY

*Recitation.*—Napoleonic wars, ending with battle of Waterloo.

*Seat Work.*—Read story of Napoleon's life.

#### ELEMENTARY SCIENCE

Relation of the fountain to bubbling springs, geysers, water in houses, etc.

#### MATHEMATICS

Simple interest, practical problems.

### Friday

#### MORNING EXERCISES

*Topic for Discussion.*—Influence of a poet like Longfellow upon people who read his poems.

#### ENGLISH

*Seat Work.*—Write sketch of Longfellow's life.

*Recitation.*—Read a poem of Longfellow's and have pupils retell the story in their own words, having an outline written on the board as they tell it, taking care that the poet's sequence is followed.

#### GEOGRAPHY

Review the countries studied previously in the week, according to the following plan:

1. Location: Latitude, longitude, boundaries.
2. Size as compared with the state in which you live.
3. Mountain systems. Slopes. Plains.
4. River systems and important rivers.
5. Important cities, their location, for what noted.
6. Climate. Products. Industries. Methods.
7. Form of government. Condition of people.
8. Exports, Imports. Trade with the United States.

#### HISTORY

Written review of the week's work.

#### ELEMENTARY SCIENCE

*Seat Work.*—Write in notebooks a summary of week's study. Principle underlying working of fountains, and other applications of the same principle.

#### MATHEMATICS

*Seat Work.*—Have pupils write problems involving simple interest.

*Recitation.*—Have problems written as above, worked out by other pupils than those originating them.



# Events of the Year 1908 in Outline

By MAUD ELMA KINGSLEY, Maine

## The Business Depression

*Note.*—To understand the discussion of this subject, it is necessary that the student be able to answer intelligently the question, "What is business?"

(1) *The World's Business.*—Under the conditions of civilized life, no one can live directly on the produce of his own labor. The social conditions under which we live, by the involuntary operation of natural laws, result in making one common stock of the world's supply of commodities necessary or useful to civilized man. Towards this common stock each individual must contribute something which is regarded as an equivalent for what he draws out of it. The production, collection, and distribution of this supply of the necessities of life is the world's "Business."

(2) *Trade.*—It is obvious that when this business is moving briskly and confidently, each individual will find the contribution which he has to offer, whether of material or of service, more readily accepted and more highly valued than when business is dull and stagnant. Business is brisk or dull in proportion to the number of actual buyers in the market; that is, of persons having immediate use for the product of the skill and labor of others. Production, Manufacturing, and Distribution await the operations of "Trade."

(3) *Money.*—Altho the process of buying and selling is, in the last analysis, the exchange of one commodity for another, single transactions are never made on this basis. In all trading, the compensation of the seller is a certain amount of a standard medium of exchange—"Money." With the money he has received, the seller then becomes a buyer for his own needs. It follows, then, that business may be depressed and that widespread inconvenience and hardship may ensue merely from a scarcity of money, at a time when salable commodities are in full supply and demand.

(4) *Banks.*—Money in the United States is coined gold and, to a small and limited extent, coined silver, with notes and certificates redeemable in this coinage. As this is practically the money standard of the civilized world, the money of the United States may be regarded merely as a part of the world's medium of exchange; and from this point of view the United States has its full share. The money of the United States is issued and its standard is guaranteed by the Federal Government; but its distribution is left to the operations of private individuals or corporations (bankers or banks), who make it their business to borrow, thru the system of deposit, the surplus of those who possess more money than they have immediate use for, and loan it again, thru the various systems of credit, to those who have immediate use for more money than they possess. This transaction is based on the principle that money, being useful only as a medium of exchange, will always find its way into the channels of exchange, just as water finds its level, by the easiest and most direct passage. It is the aim of the Banking Business to furnish this direct and easy communication between those who possess and those who need money; and the business

has developed to such an extent that, in the United States, under ordinary conditions, no business man hoards surplus money, and no business man, needing money, has any difficulty in obtaining a supply in reasonable proportion to the amount of property he is able to pledge, directly or indirectly, to the banks for its repayment. In this way, the entire circulating medium of the country, the life-blood of trade, is involved in the banking business; and the safe and easy working of the banking system becomes a matter of national concern.

## PUBLIC UNEASINESS AS REGARDS BANKING METHODS

- a. In October, 1907, rumors gained currency
  - (1) That some of the largest banking institutions of the country were being conducted recklessly, if not dishonestly.
  - (2) That large stockholders in the corporations were being unduly favored in the matter of loans.
  - (3) Money was being loaned on the security of property worthless, or likely to become so.
- b. Results of these rumors.
  - (1) Depositors ceased to entrust their surplus money to the suspected institutions and demanded repayment of previous deposits.
    - (a) Several of these banks were unable to satisfy the demands made on them and were compelled to close their doors.
  - (2) The failure of these great banking institutions caused a general panic.
    - (a) Timid depositors in all classes of banks hastened to draw out their money.
    - (b) Timid bankers hastened to call in their loans and to hoard cash in anticipation of the dreaded "run."
  - (3) A few weeks only of panic sufficed to disorganize the entire commercial system.
    - (a) As money dropped out of sight into vaults and strong boxes, buying ceased; producers and manufacturers were unable to continue their operations; and the great transportation interests lost employment.

## THE STOCK MARKET PANIC

*Note.*—The groundless nature of the money panic was apparent; but people, once thoroly frightened, looked about for a tangible object of fear. Such an object offered itself to frightened imaginations in the case against the great corporations as presented by the advocates of government control. A panicky feeling of suspicion spread that stocks and bonds representing millions of dollars of the national capital were practically worthless. The money panic threatened the nation's means of livelihood; the stock market panic threatened its invested capital.

- a. Fighting the Panic.
  - (1) The banks, the great business interests, and the Government at once began an energetic and combined effort to stop the money panic.
    - (a) The banks formed themselves into associations for mutual protection.
      - a' They separated the interests of the prop-

erly managed banks from those of unsound management.

- a<sup>2</sup> They afforded aid to threatened banks which made it unnecessary for such institutions to contract unduly their outstanding loans.
- a<sup>3</sup> Where necessary, they issued promissory notes of the association (clearing-house certificates), which they paid out to whoever would take them instead of cash.

(Such notes were available for local circulation, but not for hoarding.)

- a<sup>4</sup> They also co-operated with wealthy business men in borrowing gold in Europe for importation.

(This was a difficult operation, owing to the great reluctance of European financiers to lend the money which they needed badly at home.)

- (b) The Great Business Interests assisted the bankers by continuing to operate at great inconvenience and often loss, thru lack of cash; by extending credit; and by submitting without legal protest to the substitution of clearing-house certificates for cash, in many cities.

- (c) The United States Government came to the relief—

- a<sup>1</sup> By depositing all its surplus funds with the banks, and by adding to its surplus available for the purpose.

- a<sup>2</sup> By offering United States Bonds as an attractive investment to the hoarders of money.

- a<sup>3</sup> By promising to recommend to Congress legislation providing for a better system of money distribution.

*Note.*—After exhaustive debate on the subject in both branches of Congress, a law was passed legalizing and regulating the associations of banks in time of financial emergency, and the circulation of the notes of such associations as money under certain restrictions. A Congressional commission was also appointed to study the financial systems of the world with a view to a thorough reform of the United States system of money distribution.

- (2) Results of these measures.

- (a) These energetic measures quickly checked the money panic. Soon after the beginning of the New Year, the bankers' associations were able to remove all restrictions on cash payments and to withdraw the emergency circulation of certificates; and, in a few months, public confidence was restored. No serious or widespread loss resulted from bank failure during the panic.

- (b) The improvement in the financial situation restored confidence in permanent values, to some extent, and removed the conditions of panic from the stock market.

#### TRADE CONDITIONS

- a. Trade, however, the foundation of all prosperity, recovered more slowly from the shock, and has remained dull thruout the year, notwithstanding the encouragement of an unusually good crop of all staples and all the artificial stimulants that the ingenuity of merchants could devise.

- (1) This is accounted for by the fact that the feeling of buoyant confidence which induces

a merchant to buy and contract far in excess of his immediate needs cannot be summoned at will, but comes only as the result of a long experience of uninterrupted prosperity.

#### POLITICAL EFFECT OF THE PANIC

- a. The panic and consequent business depression were promptly utilized as an argument against the policy of government control of the great corporations, and, consequently, against the policy of President Roosevelt and his administration.

- (1) It was alleged

- (a) That the first cause of all the trouble was the evident popular dislike of the great corporations and consequent depreciation in the value of their securities in which a large proportion of the surplus capital of the nation was invested.

(The popular objection to these corporations, it was asserted, was incited and inflamed by the arguments advanced by President Roosevelt and the other advocates of government control.)

- (b) On the other hand, these advocates of government control of the corporations denied that their campaign had brought on the panic, and argued that abuses and wrong-doing must be exposed and corrected at any cost.

- b. The panic, however, had the practical effect of—

- (1) Checking anti-corporation legislation. (No new laws of importance were enacted by state legislatures, and Congress contented itself with the passage of a new law in regard to the liability of corporations for injuries to their employees, in place of a similar law declared unconstitutional by the Supreme Court.)

- (2) Prosecutions of corporations for offences against existing laws have been vigorously pushed by the Federal Department of Justice, but with little practical result. No sentences can be put in execution until the Supreme Court of the United States has decided the points of constitutional law in a large number of cases now before it.

- (3) Two important decisions by circuit court judges would seem to indicate that the higher courts will construe the new legislation strictly in accordance with old precedents and principles.

- (a) One of these decisions set aside the verdict against the Standard Oil Company, which had resulted in the imposition of the famous fine of \$29,000,000 on one of the branches of that corporation.

(The verdict was set aside on the ground that the enormously wealthy and powerful corporation had not received the consideration in the lower court that would have been accorded an ordinary individual accused of the same offence.)

- (4) The other decision declared unconstitutional a federal law prohibiting transportation companies from engaging in trade, on the ground that it went beyond the powers of the Federal Government under the Interstate Commerce provision of the Constitution.

(To be continued next month)

# Present Day History and Geography

## Notes of the News of the World

Upon the recommendation of President Roosevelt, both the Senate and the House agreed upon an appropriation of \$800,000, to be made immediately available for the sufferers of the Italian earthquake. Of this amount \$300,000 was to cover the expense of two supply ships which the President had diverted from their course in the fleet, to the earthquake scene.

In an address recently made by King Edward of England before the boys of Eton College, His Majesty summed up the "ideals of our race" as "self-restraint, consideration for others, and loyal acceptance of public and private duties."

The British Parliament was prorogued December 21. Of the important measures under consideration are the old age pension, the Irish universities bill, a bill for fixing eight hours as a work day for all miners under ground, another for an appropriation for the purchase of the London docks, and one for the better protection of children. The last named includes police court trial for children, prohibits juvenile smoking and aims to prevent minors from visiting saloons.

The United States Army numbers 4,116 officers and 68,512 enlisted men. The Secretary of War in his annual report recommends that the general scheme of national defense provide for us an organized militia of 350,000 men.

A night school for convicts has been opened in the State prison at Trenton, N. J. Almost every convict has been enrolled, and many of them are assisting in teaching.

Mr. Ernest Leffingwell, of Knoxville, Ill., went into the Far North with Mr. Mickelson three years ago. He has just returned from the northern part of Alaska, where he remained to make maps and geological surveys after the rest of the party came back. He has brought with him a map of the coast of northern Alaska, covering a distance of two hundred miles and extending as far back as the Yukon Divide.

According to a decision of the Supreme Court, the gas consumers of New York City are to have returned to them the \$9,000,000 paid to the local gas combine at a rate in excess of the 80-cent rate fixed by the Legislature two years ago.

An edict issued January 2, in the name of the Emperor of China, dismissed from office Yuan Shi Ki, Grand Consul and Commander-in-Chief of the army. His place is filled by Na Tung.

There has been considerable opposition to the Shah of Persia, because of his refusal to call a national assembly. The chief ecclesiastic of the Shiite Mohammedans has denounced the Shah openly from his pulpit. Government officers and employees have received no pay since the dissolution of the assembly, and the tribesmen supporting the Shah have received compensation in permission to loot caravans.

## Fighting the White Plague in Germany

### GERMAN TUBERCULOSIS MUSEUM

Consul Samuel H. Shank advises that there has been established in the city of Mannheim a tuberculosis museum, the object of which is to educate the public as to the causes of tuberculosis, its cure, prevention, etc. He describes its operations:

The museum is open three times a week for a period of two hours. During this time there are physicians present who instruct the visitors about tuberculosis. First an explanation is made as to what tuberculosis is, its causes, and how it is contracted; then how to avoid the disease, and finally how to cure it.

There is a reading-room in which one may read the history of the "white plague" and its effect on humanity, with articles treating it in all its aspects. These articles are printed in different languages so that all may learn. Many pamphlets are given to visitors to take with them, so the knowledge may be disseminated as widely as possible. Companies of soldiers, street-car employees, and others are brought to see the museum, and by this means a great number of persons are reached who would not otherwise visit it.

One of the most important exhibits is that showing the nourishment contained in various food products. In order that the visitors may readily understand this, there are four rows of glass jars, one each for albumen, fat, carbohydrate, and water. The quality of each ingredient obtained by the purchase of 50 pfennigs' (12 cents) worth of various foods is shown by filling jars with the proportionate amount of nourishment obtained. Printed lists showing the relative value of various foods are also given out. The following is a sample:

	Contains in available form—			
	Albumen Grams	Fat Grams	Carbo-hydrate Grams	Water Grams
Necessary daily rations.	118	56	500	.....
Beer .....	.....	.....	93	2,050
Raw coffee .....	.....	.....	27.9	21.6
Lard .....	.8	266	.....	1.9
Butter .....	1.2	193.8	1.2	33.3
Margarine .....	1.7	281.3	1.7	30.3
Prunes .....	12	4	293	186.5
Carrots .....	29.1	8.3	283.2	3,707
Eggs .....	35.9	33.9	.....	217.1
Fat Pork .....	39.4	98	.....	133
Very fat mutton .....	46.4	79.3	.....	155.8
Spinach .....	48	4	64	1,780
Fat mutton .....	51.4	16.5	.....	217.1
Rice .....	53.3	4.2	641.4	104.1
Beef .....	54.3	19.9	.....	200.2
Rolls .....	71.2	5	710	411.2
Haddock .....	74.6	1.3	.....	370.8
Pickled herring .....	76.7	65.5	.....	197.7
Cabbage .....	81.2	12.5	262.5	5,625
Turnips .....	87.5	25	687.5	11,312
Milk .....	88.9	94.4	136.1	2,427
Rye bread .....	106.8	11.4	1,098	897.8
Potatoes .....	125	16.6	1,660	6,250
Army bread .....	133.3	11.1	1,321	1,083
Skimmed milk .....	145	25	220	4,525
Coarse wheat flour.....	150	14.2	1,196	225
Cheese .....	152.4	54.1	18.6	196.1
Lungs .....	168.7	28.7	.....	1,005
Lentils .....	175	4.8	439	117.4
Peas .....	256.3	7.8	694	215.3



## The Earthquake in Italy

The last two centuries have witnessed no more stupendous drama of disaster than that enacted last week in Sicily and Calabria, according to the account as summarized in the *Literary Digest*.

In the early morning of December 28 the cities of Messina and Reggio were overwhelmed by earthquake, flood, and fire, their fate being shared in varying degrees by a score of other towns and villages in the stricken region. According to an official estimate, 115,000 lives were blotted out, while some dispatches double this figure. Scarcely less appalling than the terrible toll of death is the physical and mental suffering of between 200,000 and 300,000 survivors, whose condition cries out to the whole civilized world for alleviation. Measured by loss of life, the recent earthquakes of San Francisco, Valparaiso, and Jamaica are dwarfed to comparative insignificance. If even the lowest of the present estimates stand, the closing week of 1908 will have to its credit a disaster surpassed in kind only by the Yeddo earthquake, which killed 200,000 Japanese in 1703, and by that of Antioch in 526, which is credited with the destruction of 250,000.

From the first connected accounts a Roman correspondent of the *New York Times* gives the following description of the catastrophe as it fell upon Messina, whose fate may be regarded as typical of what happened in part to neighboring towns and villages:

upon Messina, whose fate may be regarded as typical of what happened in part to neighboring towns and villages:

"Messina had not awakened to its duties for the day when, at 5:20 o'clock on Monday morning, the disaster occurred. Lights were still burning in the hotels and the splendid, sickle-shaped harbor was filled with shipping.

"Suddenly, without warning, the earth began to tremble. A great shock followed a few seconds after the first oscillation. Those in the ships in the harbor heard a roar, caught a glimpse of falling walls, and looking up, saw Messina crumbling into ruin. A dense cloud of dust arose to hide the city's death-throes.

"Shouts of alarm from the sailors turned the attention of the watchers to the sea. The water had been violently troubled some minutes before. Now it seemed to recede, as tho gathering for a forward rush. A moment later, in the words of an eye-witness, the sea swelled and rose in a wall of water 35 feet high and hurled itself upon the city, engulfing whole streets near the water front. As the wave receded its surface was black with corpses and the wreckage of houses. The effect of the whole was to create a scene unequaled in terror and grandeur. The fall of dust, the flames, the falling houses, the shrieks and prayers of the



Map of Italy with Locality of Earthquake in Detail

inhabitants were so terrifying that of those who escaped some lost their reason."

From Reggio comes the account of a chasm eighty feet wide which opened in the earth immediately after the shock, and belched forth scalding water to add to the agony of the sufferers. At Palmi a whole regiment was wiped out of existence.

The other side of the picture is supplied by the eagerness with which all nations have come forward with help and sympathy for Italy in her hour of affliction. The foreign warships in the Mediterranean were the first messengers of succor to reach the scene.

From everywhere money and help is being offered. But as the Prefect of Messina states the case, "no amount of assistance will be excessive." Altho millions of dollars have already been contributed, "it is feared," says a Roman dispatch, "that the world's generosity will be insufficient in view of the immensity of the disaster."

Several papers discuss the probable future of the ruined district. Says the *New York World*:

"Villages will recover more slowly than cities. Messina and Reggio cannot be killed. Their position in the path of commerce requires rebuilding, tho Messina will continue to lose in relative importance to Catania and Palermo. Great modern ships more often go thru the straits without stopping for repairs or transshipping cargo than did the buffeted little sailing craft of old days; and Messina has behind it no such tributary country as the plain of Catania, or the 'shell of gold' which smiles on Palermo; but Messina will be again Messina.

"There are villages in the earthquake zone which will hardly survive. Of many of them, until the panic, almost all the able-bodied men were in the United States. If these people must build up from the bare earth their ruined fortunes, it is as easy to do so in America as to stay by the haunted sites of their old homes. Relatives in the New World will hold out help with lavish hands. Nor should Americans of other races be backward in this.

"Economic conditions will aid in depopulating the region. For years the condition of Sicily and Calabria has been a problem of statesmanship, California has hurt the fruit industry, the crude processes of sulfur-mining afford only the scantiest wage, and the barrenness of the grain lands of the interior is a continuing evil from the time of Cicero. Nothing but money sent from America has made life possible in many families. . . .

"Unless the living are too few to swell the hosts, an increase in Italian immigration may be expected. If the newcomers are to herd in our cities, waiting for the resumption of construction work at full tide, much suffering may still await them. But there is room for all who may be helped to a foothold upon the land, which none know better how to cultivate."

The following table showing the approximate loss of life in the great earthquakes of the past two hundred years is of peculiar interest at this time. It is reprinted from the *New York Tribune*:

Year.	Place.	Lives lost.
1693—	Sicily	60,000
1703—	Yeddo, Japan	200,000
1731—	Peking	100,000
1755—	Lisbon	50,000
1783—	Calabria	60,000
1797—	Quito	40,000

1861—	Peru and Ecuador	25,000
1883—	Krakatoa	35,000
1896—	Japan	26,000
1902—	Martinique	25,000
1905—	India	15,000
1906—	San Francisco	500
1906—	Valparaiso	1,000
1907—	Kingston, Jamaica	1,500
1907—	Turkestan	14,000

### Waste of Natural Gas in India

Consul-General William H. Michael, of Calcutta, writes that twenty miles from Chittagong natural gas issues from a crevice in the ground in considerable quantity. It has been burning so long that the oldest inhabitant can give no idea of when or how it was set on fire. The general belief among the natives is that the gas has been on fire for centuries. At any rate, the gas flow has been burning as far back as any records have been kept by white people. It is now suggested—and some steps have been taken to carry out the suggestion—that the fire be extinguished and the gas be brought under control and piped down to Chittagong for lighting and fuel and power purposes. The citizens of Chittagong have concluded that it would be cheaper to utilize the gas than to introduce electricity for fuel, power, and lighting.

### Scotch Vital Statistics

#### DECLINE IN THE BIRTH RATE—INCREASE IN MARRIAGES

Consul Maxwell Blake, of Dunfermline, in advising that, according to statistics, the birth rate of Scotland has shown a steady annual decline for the past forty years, summarizes the vital records of the country as follows:

In reviewing the annual report of births, deaths, and marriages registered in Scotland during the year 1907, I find that the estimated population of Scotland is given as 4,776,063, of whom 2,331,907 were male, and 2,444,156 female. This is 49,993 more than the population of Scotland in 1906, the increase of the males being estimated at 26,057, and that of females 23,936. The estimated population of the principal town districts is 34,984 more than the previous year, that of the large town districts 6,606 more, and that of the small town districts 10,019 more; but that of the mainland rural districts is 984 less, and that of the insular rural districts 632 less.

In 1906 the birth rate was the lowest ever recorded in Scotland. The birth rate for 1907 was even less, as the total number of births of living children registered in Scotland during last year was 128,789, or 3,131 fewer than the births registered in the previous year, and 858 more than the average number of deaths registered during the previous five years. The death rate of the year was 16.18 per thousand of the estimated population, a rate 0.19 more than that of the previous year.

The total marriages registered in Scotland during the year 1907 numbered 33,260, or 137 more than registered in the previous year, and 1,170 more than the average annual number registered during the previous five years.



## Notes of New Books

In every school in which German is taught and in every general reference library there should be at least one copy of Gustav Koennecke's "Deutscher Literatur-Atlas." The new edition, which has just come from the press, bearing the imprint of 1909, is full of beautiful illustrations, 826 of them, and every single one interesting to the student of literature. The book does not pretend to be a history of literature, and yet it contains, in the most concise form obtainable, everything that is essential to a general knowledge of the great German writers and their works. It covers the history from the time of Ulfilas to the present. The American representative of the German publishers is the well-known firm of G. E. Stechert & Co., 129 West Twentieth street, New York City.

"Hyde's Primer," by AMELIA HYDE, New York State Normal College, attempts to initiate children in the art of reading by the use of rhymes, each followed by drill in words and phrases. The primer is attractively illustrated. (Cloth, 12mo, 112 pages, with illustrations. Price, 25 cents. American Book Company.)

"Human Body and Health," by ALVIN DAVISON, M.S., A.M., Ph.D., Professor of Biology in Lafayette College, is intended for grammar grades; it aims to teach boys and girls that health is desirable and attainable, and further that health concerns not only the individual, but also the community. Thus, it deals largely with the topic of public health, which is now so popular. There is a sufficient amount of anatomy to enable the pupil to understand the physiology upon which hygiene is based. A chapter is devoted to each of the following topics: Food and Its Uses; Microbes and Molds; Milk; Air and Health; The Cause of Disease; The Prevention of Disease; and Accidents and Emergencies. The subject of Narcotics and Stimulants is treated sanely, and with sufficient fullness

to cover the requirements of the state laws. There is a full Glossary and Index. (12mo, 320 pages, with 200 diagrams and illustrations. Price, 80 cents. American Book Company, New York.)

"Economics," by SCOTT NEARING and FRANK D. WATSON. The authors are instructors in political economy in the Wharton School of Finance, University of Pennsylvania. They acknowledge their debt of obligation to Prof. Simon N. Patten for counsel and help in the preparation of the book. They claim to have sought clearness and impartiality without advancing new theories. They divide the book into these classes: 1, Prosperity; 2, Economic Life (consumption); 3, Natural Resources; 4, Labor and Industrial Efficiency; 5, Capital and Business Organization; 6, New Forms of Industry; 7, Municipal Monopolies; 8, Distribution; 9, Economic Experiments; 10, Economic Programmes. From the above outline it will be seen that the work is both comprehensive and modern. For instance, a comparison of China with the United States is given to illustrate "the nature of deficit and the nature of credit." China has five times as many people as the United States, but in China the industries are practically undeveloped. Agriculture is primitive and transportation is impossible. This lack of industrial organization alone will account for the deficit condition of China. In the United States the whole proposition changes. Its rich, natural resources are fully developed and its transportation system is far-reaching and rapid. Hence its wealth and progress. The contrast between the two nations is further elaborated, and the conclusion inevitably drawn that China is out of the race from economic causes chiefly.

In the discussion of the distribution of wealth annually created in the United States, the statement is made that "the United States cannot be collectively or individually prosperous unless everybody shares in the prosperity." The single taxpayer, the union laborer, the socialist, are at

# NOTABLE BOOKS

## HOW WE TRAVEL

By James Franklin Chamberlain, Department of Geography, State Normal School, Los Angeles, California. 12mo. Cloth. ix+227 pages. 40 cents net.

The fourth volume of the Home and World Series of geographical readers. In addition to methods of travel in many ages and many lands, there are described the most important systems of communication in use at the present time.

## THE ADMINISTRATION OF PUBLIC EDUCATION IN THE UNITED STATES.

By Samuel Train Dutton, A.M., Professor of School Administration in Teachers College, and David Snedden, Ph.D., Adjunct Professor of Educational Administration, Teachers College. 12mo. Cloth viii+601 pages. \$1.75 net.

This book brings together a large mass of carefully ordered material bearing upon the evolution and present condition of educational administration, in the United States, so far as that administration is governmental in form.

## TEXT BOOK OF SCHOOL AND CLASS MANAGEMENT

By Felix Arnold, A. B., Pd.D., Ph.D. Cloth. 12mo. xxii+409 pages. \$1.25 net.

This work consists of two parts—"Principal and Teacher" and "Teacher and Child." Part I deals with the development of conduct in the classroom; Part II treats the standard by which instruction and discipline may be judged, methods of effective supervision, and methods by which efficiency in instruction and discipline may be improved.

## THE MANAGEMENT OF A CITY SCHOOL

By Arthur C. Perry, Jr., Principal of Public School No. 85, Brooklyn, New York. 12mo. Cloth. viii+350 pages. \$1.25 net.

The work of a principal, his duties, his responsibilities and his problems, and the principles which should guide the school executive in his administrative work, are all clearly and fully discussed.

## NATURE STUDY MADE EASY

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By David S. Snedden, Ph.D., and William H. Allen, Ph.D. For The New York Committee on Physical Welfare of School Children. 8vo. Cloth. xi+183 pages. \$1.50 net.

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The arrangement of subjects, the length of the chapters and the review questions render the book admirably adapted to class use. The clearness of statement, excellent quality of literary expression, and perfect saneness of conclusion, render the book valuable and important to the general reader. (514 pp. 12mo. Cloth. Price, \$1.90 net. The Macmillan Co., publishers, New York.)

"Principles of Physiology and Hygiene," by George Wells Fitz, M.D., sometime Assistant Professor and Medical Visitor, Harvard University. The author of this physiology has the triple advantage of being able to write not only from the viewpoint of a professor of physiology in one of the leading universities, but also from that of a practising physician and of an educator who has taught in two of the best normal schools in the country, the State Normal School of Oswego, N. Y., and the Cook County Normal School of Illinois. He has, therefore, combined the information of a scientist and a practitioner with the methods of a good teacher, and, as a result, has produced an unusually fine text-book of physiology.

The text reveals a large amount of fresh, interesting material, presented not in the usual dictionary style of textbooks, but with much charm of literary expression. One of the most pleasing characteristics of the book is the

ease and simplicity with which complicated structures and processes are described. The illustrations, many original and nearly all freshly drawn, are excellent. In the majority of them, the names of the parts are placed in the margins and are connected with the parts by lead lines. Directions for laboratory work follow nearly every chapter. They are given carefully and specifically and show the author's long experience in the direction of a physiological laboratory.

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An edition of D. JOSE M. DE PEREDA'S "Pedro Sánchez," one of the foremost specimens of modern Spanish realism, fully equipped with introduction, notes and vocabulary, has recently been published. Abridged carefully from the bulky original, the text has received the indorsement of the author as preserving the essential facts of the narrative. It may be used in school or college work either early in a student's course, as an adjunct to the grammar, or later, for more rapid supplementary reading. The understanding of the progress of the narrative is assisted by the inclusion in the volume of an excellent map of Madrid, the scene of the story. (Ginn & Company, Boston.)

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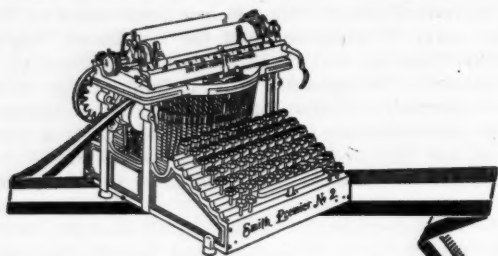
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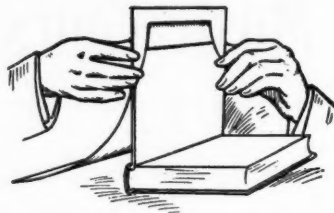
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### Answers to Lincoln Questions

(Continued from page 218)

- (b) The surrender of General Lee's army, on April 9, was generally accepted as the practical termination of the war by the complete victory of the Federal Government.
  - (c) The question of the restoration of constitutional government in the region where such government had been suspended during the war involved discussion of the actual status as citizens of the people who had, for four years, resisted in arms the operation of the Constitution of the United States; the penalties, if any, to be enforced for such resistance; and the status of the freedman.
17. President Lincoln was in a position to wield the entire power of the presidency. He was the undisputed chief of the Republican party and possessed the confidence of the army and of the supporters of the Union, generally. It was his intention to use his power and influence to the utmost in effecting a settlement of the reconstruction problem with a view to permanent soundness of political conditions in the restored Union. The death of Lincoln gave the presidency to a man destitute of all the elements of political strength; and the party leaders, who grasped control of the situation, used their power for party advantage. The result was the perpetuation of a cleavage on sectional lines in politics.
18. (a) The first Inaugural Address, March 4, 1861.  
 (b) The Second Inaugural Address, March 4, 1865.  
 (c) The Address at the Dedication of a cemetery on the Gettysburg battlefield, Nov. 19, 1863.  
 (d) A speech before the Republican State Convention in Springfield, Ill., June 16, 1858.
19. (a) At the time of his first nomination, Lincoln was known to his party associates as an effective campaign speaker, popular in the Western States. The slaveholders represented him as inferior to the average politician both in character and ability. As President, his willingness to assume responsibility from which other men shrank soon gave him a firm grasp of the political situation which never relaxed. At the time of his death his soundness of head and goodness of heart were beginning to be recognized even thru the mist of bitter party prejudice and animosity.  
 (b) President Lincoln's sympathetic nature, and the fact that he always lived and thought as one of the "plain people," made him keenly conscious of the suffering and misery caused by the war. His conviction that this awful sacrifice was the price of a new birth of freedom and should not be perverted to baser uses shaped his policy and ennobled his character during the last year or two of his life.  
 (c) It was Lincoln's life as President rather than his death that was martyrdom.
20. At Springfield, Ill.

### Educational Meetings

Feb. 23-25, 1909.—Annual meeting of Department of Superintendence, N. E. A., at Chicago. Supt. W. H. Elson, Cleveland, Ohio, president.

Feb. 2-5.—Department meetings, Pennsylvania Educational Association at Harrisburg.

April 8-11.—Eastern Commercial Teachers' Association, at Providence, R. I.; F. E. Lakey, English High School, Boston, president.

April 29-May 1.—Mississippi Teachers' Association, at Natchez. President, Mr. T. P. Scott, Brookhaven, Miss.

June 29-July 1.—Pennsylvania State Educational Association, at Bethlehem, Pa.; Supt. Charles S. Foos, Reading, president.

July 5-9.—National Educational Association, at Denver, Colorado; L. D. Harvey, Menominee, Wis., president.

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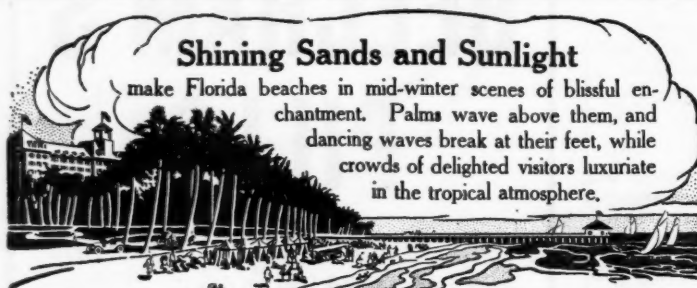
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### Birthday of Longfellow

We sing the praise of heroes,  
Who struggled for the right,  
Of warriors bold who conquered,  
Who won in bloody fight,  
But now the wars have ended,  
The battle-thunders cease,  
Now join with us to honor  
The gentle "man of peace."

The man whose tender heart is filled  
With love for all mankind;  
Who always has a message  
To soothe some anxious mind.  
Who sees a sermon in each stone,  
A lesson in each sod,  
Who gently leads our spirits  
Thru Nature to our God.

Then we the poet's praise will sing,  
His gift is from above,  
His heart is pure and tender,  
His words are full of love.  
And o'er our country's pine-clad hills  
The loving strains will go.  
We'll remember the name and sing  
the fame

Of our much-loved Longfellow.

### Ground Hog Day, Feb. 2

Oh, Mistah Groun' hog,  
Kindly shet yoh eye,  
De wind is gettin' warmer  
An' de sun is in de sky:  
De south wind comes a-singin'  
Whah de shadders used to creep.  
I ax you, Mistah Groun' hog,  
Won't you please go back to sleep.  
We's had a spell o' trouble,  
We has felt the fros' an' pain;  
I don't know what will happen  
If you stahts 'em up again.  
So close your window shutters,  
An' pull the kivers roun',  
An' don't you go a-lookin'.  
Foh yoh shadder on de groun'.  
—Washington Star.

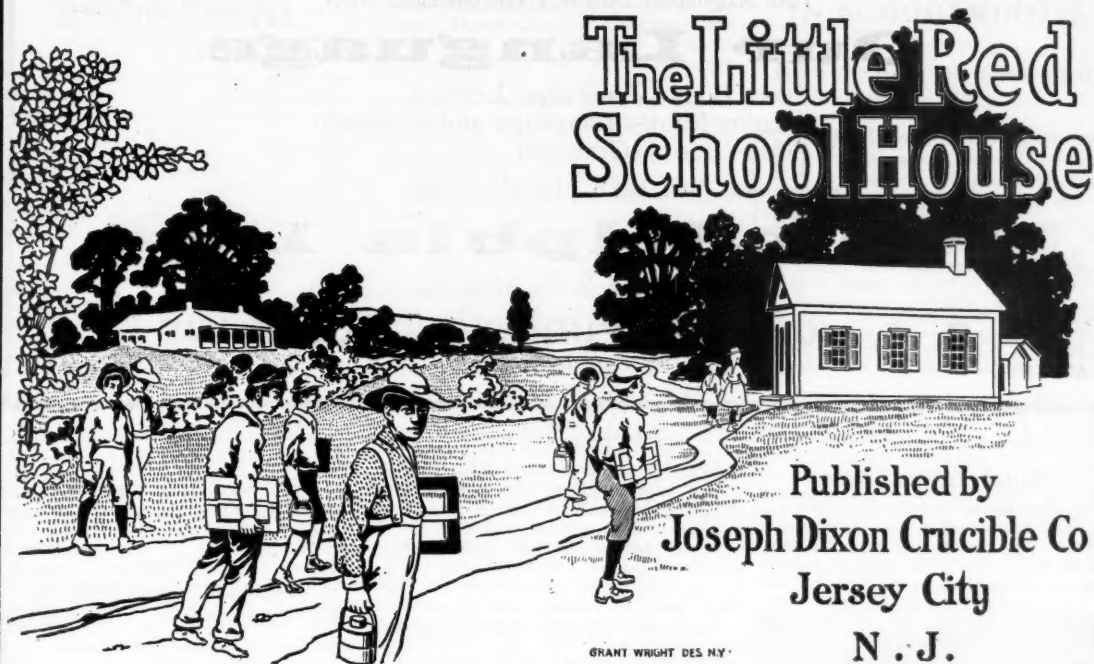
### Robert Foresman

Mr. Robert Foresman, who has made valuable contributions to the development of music in the elementary schools of America, has severed his connection with Silver, Burdett & Co. and is now in charge of the sales department of the Aeolian Company, of New York. To his persistent labors as promotor and publisher is due in no small measure the establishment of the maxims that the song is the main thing in school music and that only the best music, appropriately wedded to a good literary text, is fit to be sung by children.

His most recent achievement is the Foresman Pianola Method of teaching piano playing. The plan is most ingeniously worked out and solves among other problems that most difficult one of establishing beginners in the strict observance of tempo. Beautiful harmonizations of the exercises have been supplied by Arthur Edward Johnstone, Harvey Worthington Loomis and other excellent musicians.

It is probably due to the ready recognition of the value of this piano method that the Aeolian Company drew Mr. Foresman into its service. At any rate he is with it now and in charge of the agency department of that important firm. He is building up an effective selling force. Mr. B. S. Warner, who was connected with Silver, Burdett & Company, is already with him.

*Haec fabula docet*—There's music in the air.



¶ The public schools of this country are putting before the pupils more and more, the examples of great and good men and women. The stories of the glorious deeds of noble men are not only the most interesting but one of the best methods of instructing the young.

¶ The Dixon Company has just issued a 32 page booklet similar in style to their pencil Geography, but this one deals with Biography. It gives about sixty brief accounts of a few of the men and women who have been identified with the early history of this country, and who attended what was then known as "The Little Red School House."

¶ Such men as Israel Putnam, Benjamin Franklin, Horace Mann, Elias Howe, Ethan Allen, Patrick Henry, Samuel Adams, David G. Farragut, Paul Jones, Eli Whitney, Nathan Hale, Peter Cooper and Abraham Lincoln.

¶ It contains information that will be valued by both teachers and pupils.

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### Moral Education

The Cincinnati Principals' Association was addressed at its December meeting by Rabbi Grossman, on "Moral Education." In substance, Dr. Grossman said that no subject is justified in the curriculum if it does not make wholesome character. It has been contended that moral and religious instruction must go together, and that development of character without a religious creed is impossible. In our country, the public schools are free from sectarian influence. In Europe, the contest between religion and anti-religion continues: thus, in France, the emancipation of the School from the

Church is incomplete; in Germany, ethical instruction is ridiculed by the clericals, opposed by many, and the teacher is enslaved by tradition.

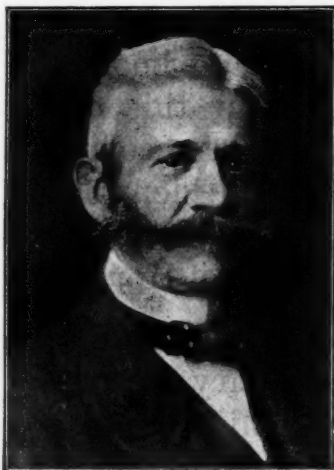
Moral instruction should aim to develop will-power. To teach the pupil to see the good, but not to do the good, ends in feeling, not in action.

Apply the exactness of arithmetic to the problems of life. In geography, treat not the people of other lands as aliens, but teach the brotherhood of man, the unity of life. Literature, often merely a course in reading, should be the instrument of presenting types of high life. Morality appreciates the good and the beautiful as well as the correct: a nation with good

tastes has usually also good habits.

Schools must have light, pictures, and clean rooms. No good character can grow in an ugly environment. The child's conscience is weakened or re-enforced by the teacher's example. The teacher must have genuine, not theatrical, sympathy. Goody-goody stories fail; Æsop, Le Fontaine, and others equally clean, are better than the present-day story. The teacher with a mercenary view causes spiritual death, for he cannot create a real interest in his pupil. The demoralization of our youth is due to the absence of an interest.

[Reported by Geo. F. Braun, Principal, Webster College, Cincinnati.]



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## Little Red School House

The educational department of the Joseph Dixon Crucible Company has brought out several helpful booklets. The most recent one has for its title "The Little Red School House," and gives brief historical and biographical sketches of eminent Americans, women and men, who received their early education in the rural districts. There are Harriet Beecher Stowe, and Benjamin Franklin, Horace Mann, Edgar Allan Poe, Patrick Henry, Frances Willard, Mary Lyon, Paul Jones, Maria Mitchell, Whittier, Hawthorne, Longfellow, Louisa M. Alcott, and others, sixty in all. Here are twenty-eight pages of encouragement for the boys and girls at school. The picture on the cover, we have been told, represents the school attended in his childhood by our genial friend, George H. Reed, who is, of course, the author of the booklet. The house on the back is the Reed homestead. Come to think of it, one of the boys in the picture looks very much as George might have looked in his callow days. He will no doubt send you a copy of the booklet if you write to him, in care of the Dixon Crucible Co., Jersey City, N. J. Try him with a two-cent stamp.

## Prizes for Short Stories

The New York Herald has inaugurated, in conjunction with a similar competition for amateur and other American writers, a short story contest open to the school teachers of the entire country—and restricted to them. Aggregate prizes of \$10,700 will be distributed in both competitions, and the awards to be made the school teachers will be precisely the same as those in the other contest.

Fifty-two stories are to be published in each competition—two every Sunday for twenty-six consecutive weeks, beginning January 3, 1909, and closing July 4, 1909—and prizes ranging from a maximum of \$2,000 to a minimum of \$25 will be paid the authors.

In order to exclude the possibility of bias, and to prevent the personal tastes or partiality, unconscious or otherwise, of professional manuscript readers from entering the contest, the Herald has adopted a method whereby its readers themselves will award the prizes.

Literary history contains the names of many celebrated writers who were teachers before they became known to fame and whose experience gained in the schoolroom was invaluable to them when they turned to letters. Among the eminent authors who were teachers are Charlotte Brontë, Harriet Beecher Stowe, Bret Harte, Ralph Waldo Emerson, Henry Wadsworth Longfellow, Oliver Wendell Holmes, George Bancroft.

Miss Myra Kelly, whose stories of the children of the East Side were so favorably received when published in the magazines several years ago, was a teacher in a New York City school.

Complete information in regard to the contest, including the rules governing the preparation of manuscripts, a description of the prizes and the manner of awarding them, will be found in TEACHERS MAGAZINE for February, in the form of an advertisement. Those interested in the contest should mention that they saw the advertisement in this periodical.

Manuscripts and all communications relating to the competition should be addressed Editor Short Story Competition, box 2,000, Station E, New York City.

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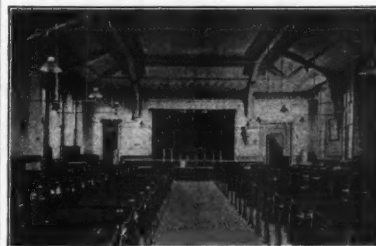


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## N. Y. Teachers' Association

The New York State Teachers' Association went to Syracuse for its annual convention, in December, 1905, for three reasons:

First.—There was a very general opinion that the holiday season was, on the whole, a much more opportune time for helpful addresses and constructive discussions than at the close of the school year, when teachers are tired and are hastening to places of rest and recreation.

Second.—The favorable location and other advantages of Syracuse had already demonstrated its fitness as a rallying point. The wishes and urgent appeals of many prominent educators in all parts of the State united in a request that Syracuse be chosen.

There had sprung up many independent organizations of teachers. As an inevitable result the educational ranks of the Empire State were divided, and unity of effort rendered well-nigh impossible. There were many signs of still further division and consequent scattering of effort. It was hoped and believed that the New York State Teachers' Association could and should unify and consolidate the educational ranks of the State and at the same time furnish opportunity for the cultivation of the widest range of activity. It was believed that this evidently desirable end could be realized best by coming to Syracuse at the holiday season.

The convention of December, 1905, was followed by the conventions of December, 1906, December, 1907, and December, 1908, all at Syracuse. The ends sought by this change of policy have been partly realized. The Classical Teachers, the English Teachers, the Normal and Training Teachers, the Commercial Teachers, the History Teachers, the Art Teachers' Club, and the teachers of the Manual and Industrial Arts, have become strong, enthusiastic and loyal divisions of the New York State Teachers' Association. The Science Teachers are also in close and sympathetic relations with the State Association.

That such close relationship and unity of effort are desirable and should be possible is evident. No other state in the Union has presented such a spectacle of the diffusion of effort and consequent loss of energy. The Empire State, which should be the model for the rest of the Union, is pitifully weak just at the point where it should show greatest strength. That the New York State Teachers' Association, which is the oldest organization of its kind in the country, with its more than sixty years of unbroken and honorable history, should become the unifying factor and energizing force of the teachers of the State, seems both reasonable and natural.

It does not seem that further gain can be realized in the direction of such unification by remaining in Syracuse. By so doing it becomes impossible for the Association to vitally touch and help many portions of the State. Therefore, the Executive Committee resolved that the annual convention of the holiday season should be continued; that the policy of meeting at the same convention city year after year be abandoned; that, if suitable railroad rates can be obtained, New York City shall be the place for the convention of December, 1909; that all independent organizations of teachers representing the State in any sense be most cordially invited to unite with the association; and that



the President of the association be empowered and instructed to organize such sections as may be necessary to meet the needs of all varieties of educational activity represented by the teachers of the State.

DARWIN L. BARDWELL.

The recently formed American Federation of Teachers of the Mathematical and the Natural Sciences held its first annual meeting at Baltimore, on December 28. The meeting was held in connection with the American Association for the Advancement of Science.

Striking evidence of the world-wide popularity of the Isaac Pitman system of shorthand is shown in the fact that the latest edition of the "Phonographic Teacher," issued by Messrs. Isaac Pitman & Sons, has on the title page the announcement of the three million, two hundred thousandth edition. It is safe to say that this exceeds the combined sales of all other shorthand text-books.

### Remington Business College Opened at Toronto

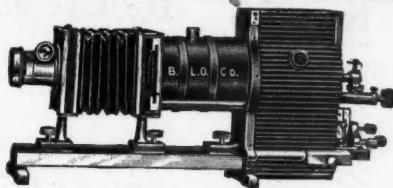
Announcement is made that the Remington Typewriter Company have just opened a new business school in Toronto called "The Remington Business College."

Although the opening of this school is a departure in the policy of the company so far as North America is concerned, it is in perfect accord with the time-honored Remington policy in European and all other foreign countries. A chain of business schools is maintained and conducted by the Remington organization to-day in England, Scotland, France, Germany, Italy, Sweden, Russia, South Africa, India, Australia, etc., these schools being incomparably the most numerous in the world to-day controlled by a single interest. Their great experience in the conduct of business schools has given the Remington organization a wide practical knowledge in such matters which assures in advance the success of the new school in Toronto.

The new Remington Business College opened on Monday, January 4, 1909, and is located in splendid quarters on the southwest corner of College Street and Spadina Avenue, Toronto. It opened under the most favorable auspices, and the Remington people are to be congratulated on the instructors which they have been able to secure as members of the school faculty. More than one of them has already made a national reputation as a commercial educator.

The principal of the new college, Mr. T. F. Wright, is one of the best known instructors in commercial education in Canada. He has given the past fifteen years exclusively to this work, and during all those years has been connected with the largest and best commercial schools in the Dominion. Mr. Wright will have an able staff of the most competent commercial teachers.

The shorthand and typewriting department is certain to be highly efficient, as it will be in charge of Mr. Charles E. Smith, who is the author of the "Practical Course in Touch Typewriting," one of the most widely used textbooks on touch typewriting in Canada and the United States. Mr. Smith has no superiors and few equals in his line.



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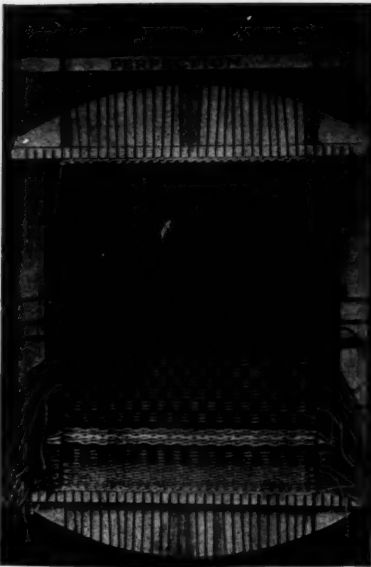
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## The Cigarette-Smoking Boy

Prof. Wm. A. McKeever, of the State Agricultural College, Manhattan, Kansas, is publishing for the assistance of parents a series of free bulletins on the problems relative to the home training of boys and girls. The two numbers thus far issued are, "The Cigarette-Smoking Boy," and "Teaching the Boy to Save." This cigarette bulletin ought to be read by every school boy and by his parents, for it sets forth in a clear, scientific manner the serious effects of the cigarette habit. The author has made a study of 2,500 cigarette-smoking school boys

Brown's Troches has been offered to the public for more than fifty years, and is considered the best article manufactured for the use of Public Speakers, Teachers and all those who are obliged to use their voice to a great extent. The unsolicited recommendations from prominent speakers, etc., prove their great value. It is furthermore a convenient and effective remedy for Coughs, Hoarseness and Throat Troubles and entirely free from harmful ingredients. We can cheerfully recommend them to our readers.

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